



Curriculum Progression Document – History

	<u>Historical Knowledge</u>	<u>Historical Enquiry</u>	<u>Chronology</u>	<u>Historical Interpretation</u>
<u>Reception</u>	<ul style="list-style-type: none">• To understand that people use story to help them remember what has happened in the past.• Describe past/present events in their lives or the lives of their family.	<ul style="list-style-type: none">• Begin to ask how? Why? Questions linked to the stories or events.• Listen to stories from the past	<ul style="list-style-type: none">• Use simple words to describe the past (yesterday, last week)• Ask questions about past events in their lives or their families• Order and sequence familiar events	
<u>Year 1</u>	<ul style="list-style-type: none">• Identify the differences between past and present.• Know some of the main events and people studied within a topic.• Begin to describe similarities and differences in artefacts	<ul style="list-style-type: none">• Sort artefacts into then and now.• use as wide a range of sources as possible• answer questions related to different sources...	<ul style="list-style-type: none">• Arrange objects in order of their age• sequence events or objects in chronological order•	<ul style="list-style-type: none">• Identify different ways the past is represented. (e.g photos, stories, adults talking about the past)• ask and answer a few valid historical questions
<u>Year 2</u>	<ul style="list-style-type: none">• show an understanding of events beyond living memory	<ul style="list-style-type: none">• use a source – ask why, what, who, how and	<ul style="list-style-type: none">• Begin to use a simple timeline to order events	<ul style="list-style-type: none">• compare pictures or photographs of people or events in the past



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	<ul style="list-style-type: none">• find out about people and events in other times• confidently describe similarities and differences of collections of artefacts	<p>where questions and find answers to them</p> <ul style="list-style-type: none">• discuss the effectiveness of a source	<ul style="list-style-type: none">• sequence artefacts closer together in time	<ul style="list-style-type: none">• identify different ways in which the past is represented• use sources to show they know and understand the past.
<u>Year 3</u>	<ul style="list-style-type: none">• study change through the lives of significant individuals (e.g. Queen Elizabeth I and II)• find out about everyday lives of people in time• compare with our life today• identify reasons for and results of peoples actions	<ul style="list-style-type: none">• use a range of sources to find out about a time period• select and record information relevant to the study• begin to use books and e-learning for research• ask and answer questions	<ul style="list-style-type: none">• place the time studied onto a timeline• sequence events or artefacts• use dates related to the passing of time• understand more complex terms e.g BCE/AD	<ul style="list-style-type: none">• identify and give reasons for different ways in which the past is represented• distinguish between different sources and evaluate their usefulness• look at representations of the period e.g. museums, cartoons etc
<u>Year 4</u>	<ul style="list-style-type: none">• offer reasonable explanation for some events• identify key features and events	<ul style="list-style-type: none">• use evidence to build up a picture of a past event• choose relevant material to present a picture of one aspect of life in time past	<ul style="list-style-type: none">• place events studied from the places studied onto a time line	<ul style="list-style-type: none">• look at the evidence available• begin to evaluate the usefulness of different sources



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	<ul style="list-style-type: none">look for the links and effects in time studieddevelop a broad understanding of ancient civilisations	<ul style="list-style-type: none">ask a variety of questionsuse books and e-learning for research	<ul style="list-style-type: none">use terms related to the time period and begin to date eventsunderstand more complex terms e.g BCE/AD	<ul style="list-style-type: none">use text books and my own historical knowledge
<u>Year 5</u>	<ul style="list-style-type: none">study different aspects of life of different peopleDescribe the main changes with a time period.	<ul style="list-style-type: none">begin to identify primary and secondary sourcesuse evidence to build up a picture of life in time studiedselect relevant sections of information	<ul style="list-style-type: none">place current studies on a timeline in relation to other studiesknow and sequence key events of time studieduse relevant terms and periods labelsmake comparisons between different times in history	<ul style="list-style-type: none">compare accounts from events from different sourcesoffer some reasons for different versions of events
<u>Year 6</u>	<ul style="list-style-type: none">compare an aspect of life with the same aspect in another periodcan find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings	<ul style="list-style-type: none">recognise primary and secondary sourcesuse a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out	<ul style="list-style-type: none">place a current study on timeline in relation to other studiesuse relevant dates and termssequence up to ten events on a time line	<ul style="list-style-type: none">link sources and work out how conclusions were arrived atconsider ways of checking the accuracy of interpretations – fact or fiction and opinion



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	<ul style="list-style-type: none">• know key dates, characters and events of a time studied• compare and contrast ancient civilisations	<ul style="list-style-type: none">• bring knowledge gathering from several sources together in a fluent account		<ul style="list-style-type: none">• aware that different evidence will lead to different conclusions
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