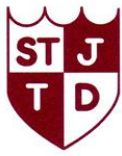




**Progression of knowledge & skills in History**

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical period or theme studied		<p>Significant global events: first flight eg aeroplane or hot air balloon, Drake's circumnavigation of world 1577</p> <p>Significant individuals: Sir Francis Drake/Sir Edmund Hillary</p>	<p>Significant global events: moon landing</p> <p>Significant local events: Great Fire of London</p> <p>Significant individuals: Neil Armstrong Rosa Parks/Emmeline Pankhurst</p>	<p>Changes in Britain Stone Age → Iron Age</p> <p>-daily life in Stone Age, Bronze Age, Iron Age</p> <p>-farming tools forts</p> <p>Roman Empire &amp; impact on Britain</p> <p>-infrastructure -roads, towns</p> <p>-religion</p> <p>-London</p> <p>Ancient Egypt</p> <p>-importance of Nile</p> <p>-beliefs</p>	<p>Britain's settlements by Anglo-Saxons &amp; Scots</p> <p>-settlement and daily life</p> <p>Ancient Greece – life, achievements</p> <p>-architecture -myths</p> <p>-democracy -art</p> <p>Theme beyond 1066: Legacy of Ancient Greeks</p> <p>-arts - literature -democracy</p>	<p>Anglo-Saxon &amp; Viking struggle for Britain to Edward the Confessor</p> <p>-Viking raids &amp; invasion</p> <p>Theme beyond 1066: change &amp; stability in Victorian era</p> <p>-Monarchy</p> <p>-Industrial Revolution</p>	<p>Local history study – impact of WW2 on London</p> <p>Theme beyond 1066: Britain's involvement in and impact of WW1 and WW2</p> <p>Non-European society – Benin -kingdom - rulers</p>
	Chronological Understanding	<p>Sequencing</p> <p>Sequence events in their lives</p> <p>Sequence 3 or 4 artefacts from distinct periods of time</p>	<p>Sequence series of minor events to retell bigger historical event</p> <p>Sequence 3 or 4 artefacts closer together in time</p>	<p>Place the time studied on a timeline</p> <p>Sequence several artefacts &amp; events on timeline</p>	<p>Place events/people studied on a timeline</p> <p>Sequence several artefacts &amp; events on timeline</p>	<p>Know and sequence key events on timeline</p>	<p>Place current study on timeline and relate to previous events studied</p> <p>Create own timelines with up to 10 events on</p>
Understanding of events, people & change	Vocabulary	<p>Use descriptive chronological language – before, after,</p> <p>Use basic chronological labels – now &amp; then, present &amp; past</p>	<p>Begin to use more specific dates (years) when retelling key events</p>	<p>Use dates (years) and terms relating to period of time (1800s)</p> <p>Use terms to describe centuries – 19<sup>th</sup> century</p>	<p>Relate years to centuries eg 1349 = 14<sup>th</sup> century</p> <p>Understand more complex terms eg BC, AD</p>	<p>Use relevant labels to describe periods of history eg Romans, Victorians</p>	<p>Understand broader terms for periods of time eg prehistoric, ancient, modern</p>
	Recalling	<p>Know &amp; recount episodes from stories about the past</p>	<p>Know &amp; recount episodes from stories about the past in increasing factual detail</p>	<p>Find out about the everyday lives of people in time studied</p>	<p>Use evidence to reconstruct life in time studied</p> <p>Identify key features and events of time studied</p>	<p>Study aspects of life experiences by different groups of people eg men/women, rich/poor</p>	<p>Find out about beliefs, behaviour &amp; characteristics of people in time studied</p>
Reasoning	<p>Recognise the difference between the past and present in own and others' lives</p>	<p>Recognise why people did things, why events happened and what happened as a result</p> <p>Identify differences between ways of life in 2 different periods of time</p>	<p>Compare with life today</p> <p>Identify reasons for &amp; results of people's actions</p> <p>Understand why people may have wanted to do something</p>	<p>Look for links &amp; effects in time studied</p> <p>Offer reasonable explanations for some events</p>	<p>Examine causes &amp; results of great events and the immediate impact on people</p> <p>Compare 1 aspect of life with the same aspect in another period of time/in another place</p>	<p>Compare beliefs &amp; behaviour with another time studied</p> <p>Analyse trends over time in 1 aspect of life</p> <p>Consider long-term impacts of great events and the historical significance of an event</p>	
Historical interpretation	Types of sources	<p>Use stories as principal method of learning about the past</p>	<p>Use visual sources – photographs, art work, videos</p>	<p>Use visual and written sources – diary extracts, posters, cartoons</p>	<p>Use visual and written sources as well as text books, internet</p>	<p>Use primary &amp; secondary sources</p>	<p>Find own secondary sources</p>
	Criticality of sources	<p>Distinguish between fact and fiction</p>	<p>Consider event from 2 different perspectives</p> <p>Compare 2 versions of a past event, identifying similarities and differences</p>	<p>Identify and give reasons for different ways the past is represented</p> <p>Distinguish between different sources - compare different versions of the same story</p>	<p>Understand why some sources don't exist for time periods eg technological advances</p> <p>Begin to evaluate the usefulness of different sources for a range of purposes</p>	<p>Compare accounts of events from different sources</p> <p>Offer reasons for differences</p> <p>Consider ways of checking accuracy of interpretations</p>	<p>Evaluate the reliability of sources</p> <p>Be aware that different sources lead to different conclusions</p> <p>Link sources and work out how conclusions were arrived at</p>



Historical enquiry	Questions	Ask questions about a visual source	Ask questions about historical events or people Identify ways to answer questions	Select and record information relevant to a question Ask relevant questions about details in events/people's lives	Ask valid, open-ended questions Identify increasing range of ways to find out answers	Ask a variety of valid, open-ended questions Select from given choices about ways to answer own questions	Ask a variety of valid, open-ended questions Choose own way to answer own questions
	Use of Sources	Use sources to generate questions and engage children in time period studied Find answers to simple questions about the past using visual sources & recall of stories about the past	Use visual sources & handle artefacts to answer simple questions about the past based on observations	Use a range of sources to find out about a time period Observe smaller details in visual sources & artefacts	Use a range of sources to build up a picture of a past event Choose relevant material to present a picture of 1 aspect of life in a period of time Identify primary & secondary sources	Define primary & secondary sources Understand difference between primary & secondary sources Understand range of reasons sources don't exist for time periods – loss, theft, destruction	Draw knowledge gathered from several sources together to present conclusions and findings Use sources to support arguments
Communication		Communicate knowledge through discussion, role play, drawing, making models, writing, ICT			Recall, select and organise historical information to communicate knowledge and understanding Communicate knowledge through discussion, role play, drawing, making models, writing, ICT, diagrams, debates	Select & organise information to produce structured accounts Produce reasoned arguments & counter-arguments	