

Q1E History Progression

	Knowledge and Understanding including chronological understanding		Enquiry use of sources, perspective	Interpretation and reliability connections, cause and consequence, judgment
N	<ul style="list-style-type: none"> Recognise and talk about the key changes in own life Can sequence events, within the day and week and year Order things in own lives – events celebrated over time Understand the frequency of events Use language of time – yesterday, tomorrow, birthday, year, now ,later, next, every 		<ul style="list-style-type: none"> Can make comparisons from photos and oral accounts 	<ul style="list-style-type: none"> Describing people, events using increasingly precise language
R	<ul style="list-style-type: none"> How family members across generations live differently Describe memories of key events in lives Describe patterns and change over time of people, natural world Can sequence events in their life Use language of time – <i>night day, month year season, after, before.</i> Use ordinal numbers to sequence events (maths) 		<ul style="list-style-type: none"> Make comparisons of oral accounts, observation over time 	<ul style="list-style-type: none"> Talk about past and present events in own lives and for family or class members Compare details from different versions of same event
Y1	National Curriculum <ul style="list-style-type: none"> Changes in living memory and aspects of change in national life Events beyond living memory significant nationally or globally Significant historical events, people, places in their locality 	<ul style="list-style-type: none"> Can understand that history happens in a specific order (First, second, after) Can acknowledge the passing of time Compare aspects of life in different periods (2 periods) 	<ul style="list-style-type: none"> Can ask questions to further own knowledge about a time period/ event Find answers to simple questions about the past from sources of information Can give clear reasons for events beyond retelling Use first-hand accounts to draw conclusions Sequence 3 or 4 artefacts from distinctly different periods of time Match objects to people of different ages 	<ul style="list-style-type: none"> Understand some of the ways in which we find out about the past and identify different ways in which it is represented. With support can identify similarities and differences between time periods studied Can use stories to recognise fact and fiction about historical events Can recount episodes and stories about the past Compare 2 versions of the same event
Y2	National Curriculum <ul style="list-style-type: none"> The lives of significant individuals who have contributed to national and international achievements Events beyond living memory significant nationally or globally Great Fire of London Significant historical events, people, places in their locality 	<ul style="list-style-type: none"> Can identify similarities and differences between time periods studied (3 periods) Know about the conditions of life in given period Know where studied events fit into a chronological timeline (at least 3 events for a certain period) Can understand cause and effect within an event 	<ul style="list-style-type: none"> Can ask questions to further own knowledge about a time period/ event Observe and handle sources to answer questions about the past from simple observations Decide on the best source of evidence Can say why some people are remembered more than others Sequence artefacts closer together in time and check with other sources (eg reference texts) 	<ul style="list-style-type: none"> Can use sources/ stories/ artefacts to explain key features of events/ time periods Understand some of the ways in which we find out about the past and identify different ways in which it is represented. Compare versions of a past event Understand the difficulties and differences in first hand accounts Compare pictures or photographs of people or events in the past Discuss reliability of photos/ accounts/stories and explain how we really know
Y3	National Curriculum <ul style="list-style-type: none"> Changes in Britain from Stone Age to Iron Age The Roman Empire and its impact on Britain The achievements of the first civilisations – (an overview of where and when the first civilisations appeared- Y5) and a depth study; <i>Ancient Egypt</i> A local history study; locally significant event/place 	<ul style="list-style-type: none"> Know where studied events (including events studied in previous school years) fit into a chronological timeline Can note trends over time and connections between periods studied Place the time studied on a time line (with at key events from the historical period) Use terms related to the period and date events use and understand the terms BC/AD 	<ul style="list-style-type: none"> Can ask questions to further own knowledge about a time period/ event Use a range of sources to find out about a period Observe small details – artefacts, pictures Select and record information relevant to the study Begin to use the texts and internet for research about a historical period Sequence several events or artefacts within a studied period of time 	<ul style="list-style-type: none"> Understand how our knowledge of the past is constructed from a range of sources. Identify and give reasons for different ways in which the past is represented Distinguish between different sources – compare different versions of the same story Look at representations of the period – museum, cartoons etc.

Y4	<p>National Curriculum</p> <ul style="list-style-type: none"> • Viking and Anglo-Saxon struggle for the Kingdom of England • Britain's settlement by Anglo-Saxons and Scots • A study of an aspect or theme in British history that extends pupil chronological knowledge beyond 1066: • <i>The changing power and influence of monarchs: The Tudors</i> • A local history study: <i>The first railways</i> 	<ul style="list-style-type: none"> • Can begin to use sources/ stories/ artefacts to note trends over time and connections between periods studied • Know where studied events (including events studied in previous school years) fit into a chronological timeline • Place the time studied on a time line (with at least 6 events from the historical period) • Use terms related to the period and date events 	<ul style="list-style-type: none"> • Can ask questions to further own knowledge about a time period/ event • 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 • Ask a variety of valid questions • Use the texts and internet for research about a historical period • Sequence events or artefacts within a studied period of time 	<ul style="list-style-type: none"> • Understand how our knowledge of the past is constructed from a range of sources. • Look at the evidence available in order to interpret the relevant period of history • Evaluate the relevance and usefulness of different primary and secondary sources • Begin to understand why different historical periods have a variety of information
Y5	<p>National Curriculum</p> <ul style="list-style-type: none"> • An aspect of theme in British history beyond 1066 - <i>the legacy of Greek culture</i> • The achievements of the first civilisations – an overview of where and when the first civilisations appeared • A non-European society that provides a contrast with British history; <i>Early Islamic Society including Baghdad</i> • A local history study <i>Locally significant individual/s; a cemetery study</i> 	<ul style="list-style-type: none"> • Know where studied events (including events studied in previous school years) fit into a chronological timeline • Place the time studied on a time line (with multiple key events from the historical period) • Make comparisons between different times in the past –short and long term timescales • Use relevant terms and vocabulary within the contexts 	<ul style="list-style-type: none"> • Can ask questions to further own knowledge and ones that challenge the validity of peers views • Identify and understand where it is important to use primary and secondary sources • Use evidence (sources) to build up a picture of a past event including balance and evaluation of a range of perspectives • Select relevant sections of information from range of sources • Use the internet, texts, maps for research with increasing confidence and precision 	<ul style="list-style-type: none"> • Understand how our knowledge of the past is constructed from a range of sources. • Compare accounts of events from different sources – fact or fiction • Link sources and interpret how conclusions have been drawn • Offer some reasons for different versions of events based on author of sources and where the source has initiated from • Most of the time uses sources/ stories/ artefacts to note trends over time and connections between periods studied
Y6	<p>National Curriculum</p> <ul style="list-style-type: none"> • A study of an aspect or theme in British history that extends pupil chronological knowledge beyond 1066: A significant turning point in British history <i>World War II</i> • A local history study – aspect significant in locality • <i>Local aspect of WWII – event, place</i> • <i>Local theme: Migration - Who are the British?</i> 	<ul style="list-style-type: none"> • Know where studied events (including events studied in previous school years) fit into a chronological timeline • Place the time studied on a time line (with multiple key events from the historical period) • Understand cause and effect and the impact or influence over time of an act/change. • Make connections and contrasts between civilizations, ideas and influences including evaluation of impact on present day. 	<ul style="list-style-type: none"> • Can ask questions to further own knowledge and ones that challenge the validity of ideas/ sources • Can construct questions from sources and create valid answers • Can evaluate which sources most useful for a question • Use a range of sources to identify how a period of history or event has been constructed to what we know it today • Suggest omissions and the means of finding out relevant information • Bring knowledge gathered from several sources together into a fluent, coherent written account. 	<ul style="list-style-type: none"> • Understand how our knowledge of the past is constructed from a range of sources. • Demonstrate historical perspective placing knowledge into context • Link sources and interpret how conclusions have been drawn • Consider ways of checking the accuracy of interpretations – fact or fiction and opinion • Be aware that different evidence will lead to different conclusions • Confidently use and question the reliability of a range of sources • Can use sources/ stories/ artefacts to note trends over time and connections between periods studied • Make connections between local, regional, national and international history

Vocabulary tbc
AD Agriculture Ancient civilisations Archaeology Aristocracy Artefact BC Bronze Age Calendar Causation Century Change Church Christianity Chronology Colony Conquest Continuity Court Crusades Dark Ages Decade Democracy Discovery Diversity Emigrant Emperor Empire Execution Explorer Global Gods / Goddesses Heresy Hunter-gatherer Immigrant International Interpretation Invasion Invention Iron Age Islam King/Queen Local Long ago Metal-working Migration Missionary Monarchy Monastery Museum Myths and legends Nation Nomad Oral history Parliament Past Peasant Pope Prehistory Present Primary evidence Rebellion Republic Revolt Sacrifice Secondary evidence Settler Significance Slave Stone Age Torture Traitor Treason Yesterday