

Progression in History – Church Preen Primary School

	KS1	Year 3 & 4 (LKS2)	Year 5&6 (UKS2)
Historical Interpretations	<p>Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Children can:</p> <ul style="list-style-type: none"> a start to compare two versions of a past event b observe and use pictures, photographs and artefacts to find out about the past c start to use stories or accounts to distinguish between fact and fiction <p>explain that there are different types of evidence and sources that can be used to help represent the past.</p>	<p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Children can:</p> <ul style="list-style-type: none"> a look at more than two versions of the same event or story in history and identify differences <p>investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</p>	<p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Children can:</p> <ul style="list-style-type: none"> a find and analyse a wide range of evidence about the past b use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past c consider different ways of checking the accuracy of interpretations of the past d start to understand the difference between primary and secondary evidence and the impact of this on reliability e show an awareness of the concept of propaganda f know that people in the past represent events or ideas in a way that may be to persuade others <p>begin to evaluate the usefulness of different sources.</p>
Historical Investigations	<p>Ask and answer questions, using other sources to show that they know and understand key features of events.</p> <p>Children can:</p> <ul style="list-style-type: none"> a observe or handle evidence to ask simple questions about the past b observe or handle evidence to find answers to simple questions about the past on the basis of simple observations <p>choose and select evidence and say how it can be used to find out about the past.</p>	<p>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Make informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use a range of primary and secondary sources to find out about the past b construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information c gather more detail from sources such as maps to build up a clearer picture of the past d regularly address and sometimes devise own 	<p>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Children can:</p> <ul style="list-style-type: none"> a recognise when they are using primary and secondary sources of information to investigate the past b use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites c select relevant sections of information

Progression in History – Church Preen Primary School

		<p>questions to find answers about the past begin to undertake their own research.</p>	<p>to address historically valid questions and construct detailed, informed responses</p> <p>investigate their own lines of enquiry by posing historically valid questions to answer.</p>
<p>Chronological Understanding</p>	<p>Develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework.</p> <p>Children can:</p> <ul style="list-style-type: none"> a sequence artefacts and events that are close together in time b order dates from earliest to latest on simple timelines c sequence pictures from different periods d describe memories and changes that have happened in their own lives <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>Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Children can:</p> <ul style="list-style-type: none"> a sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time <p>understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p>	<p>Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Children can:</p> <ul style="list-style-type: none"> a order an increasing number of significant events, movements and dates on a timeline using dates accurately b accurately use dates and terms to describe historical events c understand and describe in some detail the main changes to an aspect in a period in history <p>understand how some historical events/periods occurred concurrently in different locations, e.g., Indus Valley and Ancient Egypt.</p>
<p>Knowledge and Understanding of Events, People and Changes in the Past</p>	<p>Identify similarities and differences between ways of life in different periods.</p> <p>Children should choose and use parts of stories and other sources to show that they know and understand key features of events.</p> <p>Children can:</p> <ul style="list-style-type: none"> a recognise some similarities and differences between the past and the present b identify similarities and differences between ways of life in different periods c know and recount episodes from 	<p>Recognise connections, contrasts and trends over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> a note key changes over a period of time and be able to give reasons for those changes b find out about the everyday lives of people in time studied compared with our life today c explain how people and events in the past have influenced life today d identify key features, aspects and events of the time studied <p>describe connections and contrasts between aspects of history, people, events and artefacts studied.</p>	<p>Recognise connections, contrasts and trends over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> a identify and note connections, contrasts and trends over time in the everyday lives of people b use appropriate historical terms such as culture, religious, social, economic and political when describing the past c examine causes and results of great events and the impact these had on people <p>describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p>

Progression in History – Church Preen Primary School

	<p>stories and significant events in history</p> <p>d understand that there are reasons why people in the past acted as they did</p> <p>describe significant individuals from the past.</p>		
<p>Presenting, Organising and Communicating</p>	<p>Use a wide vocabulary of everyday historical terms.</p> <p>Children can:</p> <p>a show an understanding of historical terms, such as monarch, parliament, government, war, remembrance</p> <p>b talk, write and draw about things from the past</p> <p>c use historical vocabulary to retell simple stories about the past</p> <p>use drama/role play to communicate their knowledge about the past.</p>	<p>Develop the appropriate use of historical terms.</p> <p>Children can:</p> <p>a use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdom</p> <p>b present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides;</p> <p>start to present ideas based on their own research about a studied period.</p>	<p>Develop the appropriate use of historical terms.</p> <p>Children can:</p> <p>a know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious</p> <p>b present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports</p> <p>plan and present a self-directed project or research about the studied period.</p>