

## STRATFORD-SUB-CASTLE HISTORY PROGRESSION

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	sequence events or objects in chronological order.	sequence artefacts closer together in time sequence events sequence photos etc from different periods of their life describe memories of key events in lives	<ul style="list-style-type: none"> <li>Place the time studied on a time line</li> <li>Understand that a timeline can be divided into BC and AD</li> <li>Introduce terms related to the period - archaeologist, historian, ancient, modern, recent, artefact</li> <li>Use a timeline within a specific time in history to set out the order of events</li> <li>With support, sequence several events or artefacts.</li> </ul>	<ul style="list-style-type: none"> <li>Place the time studied on a time line</li> <li>Use terms related to the period and begin to date events – invasion, empire, emperor, decade, century,</li> <li>Independently identify BC and AD on a time line</li> <li>Use a timeline within a specific time in history to set out the order of events – invasion of Briton</li> <li>Sequence several events or artefacts</li> </ul>	<ul style="list-style-type: none"> <li>Place current study on time line in relations to other studies</li> <li>Relate current studies to previous studies</li> <li>Use relevant terms and period labels – millennium, civilisation</li> <li>Make comparisons between different times in the past</li> </ul>	<ul style="list-style-type: none"> <li>Place a current study on a time line in relation to other studies</li> <li>Identify and compare changes within and across different periods</li> <li>Use relevant dates and terms – use (mid-) twentieth century for 1939</li> <li>Understand how some historical events occurred concurrently in different locations (for example, Early Benin dynasty and Norman conquest of England)</li> <li>Sequence up to 10 events on a time line</li> </ul>
Range and depth of Historical knowledge	begin to describe similarities and differences in artefacts drama – why people did things in the past use a range of sources to find out characteristic features of the past	find out about people and events in other times collections of artefacts – confidently describe similarities and differences drama – develop empathy and understanding (hot seating, sp. and listening)	<ul style="list-style-type: none"> <li>Find out about everyday lives of people in time studied</li> <li>Compare with our life today</li> <li>Identify reasons for and results of peoples actions</li> <li>Understand why people may have wanted to do something</li> </ul>	<ul style="list-style-type: none"> <li>Use evidence to reconstruct life in time studied</li> <li>Identify key features and events of time studied</li> <li>Look for links and effects of time studied</li> <li>Offer a reasonable explanation for some events</li> </ul>	<ul style="list-style-type: none"> <li>Study different aspects of different people – differences between men and women</li> <li>Begin to examine causes and results of great events and the impact on people</li> <li>Compare life in early and late ‘times’ studied</li> </ul>	<ul style="list-style-type: none"> <li>Find out about beliefs, behaviours and characteristics of people, recognising that not everyone shares the same views and feelings. Give evidence for this.</li> <li>Compare and contrast beliefs and behaviour with another time studied</li> </ul>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
					<ul style="list-style-type: none"> <li>• Compare an aspect of the life with the same aspect in another period</li> <li>• Describe how historical events studied affect/influence life today</li> <li>• Make links between some of the features of past societies (eg house, religion).</li> </ul>	<ul style="list-style-type: none"> <li>• Write another explanation of a past event in terms of cause and consequence using evidence to support <ul style="list-style-type: none"> <li>• Give reasons why changes may have occurred and give evidence for this.</li> <li>• Know key dates, characters and events of time studies</li> </ul> </li> </ul>
Interpretations of history	begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past)	compare pictures or photographs of people or events in the past able to identify different ways to represent the past	<ul style="list-style-type: none"> <li>• Explore the idea that there are different accounts of history</li> <li>• Identify and give reasons for different ways in which the past has been represented</li> <li>• Distinguish between different sources</li> <li>• Compare different versions of the same story</li> <li>• Look at representations of the period – museums, cartoons.</li> </ul>	<ul style="list-style-type: none"> <li>• Study the evidence available</li> <li>• Begin to evaluate the usefulness of sources</li> <li>• Use various media and historical knowledge</li> <li>• Explore vocabulary – change, sources, difference</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast accounts of events from different sources – fact or fiction</li> <li>• Learn to discriminate between fact and opinion and evaluate evidence to choose the most reliable forms</li> <li>• Understand that some evidence from the past is propaganda, opinion or misinformation and that this affects interpretations of history.</li> <li>• Offer some reasons for difference versions of events.</li> <li>• To develop an understanding of the way in which Historians and</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, fiction or opinion</li> <li>• Be aware that different evidence will lead to different conclusions</li> <li>• Confidently use the library and internet for research <ul style="list-style-type: none"> <li>• Explore vocabulary such as cause, consequence, continuity, significance</li> </ul> </li> </ul>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
					Archaeologists interpret evidence/artefacts in building a picture of the past <ul style="list-style-type: none"> <li>• Explore vocabulary influence, interpret</li> </ul>	
Historical enquiry	sort artefacts “then” and “now” use as wide a range of sources as possible speaking and listening (links to literacy) to ask and answer questions related to different sources and objects	use a source – why, what, who, how, where to ask questions and find answers sequence a collection of artefacts Use of time lines discuss the effectiveness of sources	<ul style="list-style-type: none"> <li>• Use a range a source to find out information about a period</li> <li>• Find answers to simple questions about the past from sources of information eg pictures, cartoons or artefacts.</li> <li>• With support, start to understand how our knowledge of the past is constructed from a range of sources.</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 the time studied</li> <li>• Ask a variety of questions</li> <li>• Find answers about the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to identify primary and secondary sources</li> <li>• With greater independence, use evidence to build up a picture of a past event</li> <li>• Select relevant sections of information to answer questions realising that there is often not a single answer to historical questions.</li> <li>• Use the library and internet for research with increasing confidence</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 realising that there is often no single answer to historical questions</li> <li>• Suggest omissions and the means of finding out</li> <li>• Bring knowledge gathered from several sources together in a fluent account</li> <li>• Investigate own lines of enquiry by posing questions to answer</li> </ul>
Organisation and communications	Time lines (3D with objects/ sequential pictures) drawing drama/role play writing (reports, labelling, simple recount) ICT	Class display/ museum annotated photographs ICT	Communicate knowledge through: Discussion Drawing pictures Drama and role play Making models Writing Using ICT	<ul style="list-style-type: none"> <li>• Recall, select and organise historical information</li> <li>• Communicate knowledge and understanding using a range of different genres of writing, drawing, data-handling drama and using ICT</li> </ul>	<ul style="list-style-type: none"> <li>• Recall, select and organise historical information</li> <li>• Communicate knowledge and understanding using a range of different genres of writing, drawing, data-handling drama and using ICT</li> </ul>	<ul style="list-style-type: none"> <li>• Select and organise information to produce structured work making appropriate use of dates and terms.</li> </ul>

