



History Progression at St Mary's Catholic Primary

	Chronological knowledge and understanding	Communication using historical terms	Concepts	Enquiry and interpretation
Year 1	<p>Can sequence 2 events or objects – Drawing pictures and using languages (e.g. before/after, today/yesterday, first/next, morning/afternoon).</p> <p>Recognise and use language relating to the dates, including days of the week, months and years.</p> <p>Can explain how they have changed since birth.</p> <p>Using pictures, make a simple timeline showing the order or sequence.</p> <p>Can put a few significant local historical events, people and places in order on a timeline.</p>	<p>Can describe similarities and differences in life for them/ their parents/ older family member – orally, in drawings, etc.</p> <p>Talk about events from own history using words that show the passing of time.</p> <p>To demonstrate knowledge of significant people, events and places in own locality, using a wide vocabulary of everyday historical terms.</p>	<p>Can talk about changes and list causes and consequences, drawing on what they already know from their family, or on background information provided by the teacher.</p> <p>Start to develop an awareness of the past and know that some things happened in the past.</p> <p>Can explain, use and understand the term “significance”.</p> <p>Decide what is a significant event or place in the area from a list.</p>	<p>Begin to understand that personal accounts may differ (e.g. 1 grandparent may have a slightly different story to another).</p> <p>Identify one way we can find out about history, e.g. interviews, pictures, objects or museums.</p> <p>Start to ask and answer questions, using parts of stories and other sources to show that they know and understand key features of events (in own family’s life).</p> <p>Start to ask own questions to find out about the past, e.g. ask parents/ grandparents what life was like when they were 5 years old.</p> <p>Can ask perceptive questions about famous people, events and places in the area.</p>
Year 2	<p>Add notes/ pictures on timeline to show what life was like at different times.</p> <p>Can put several objects/ events from over 100 years ago in order on a simple timeline.</p> <p>Know where the people/ events fit in with a chronological framework.</p> <p>Make a timeline showing different people.</p> <p>Study different people at different times to find out how they lived and travelled.</p>	<p>Record the sequence of events in pictures / words.</p> <p>Using historical terms and vocabulary, write about a sequence of events and draw conclusions using the discovered information.</p> <p>Use drama/ role play to show events and order ideas.</p> <p>Make fact files on how life was different for 2 people, e.g. travel, food, clothes, homes.</p> <p>Write a diary as one person, using a range of information.</p>	<p>Identify similarities and differences between ways of life in different periods.</p> <p>Identify similarities and differences between ways of life in different periods.</p>	<p>Begin to ask perceptive questions as they want to find out more about an event.</p> <p>Choose and use parts of stories and other sources to show they know and understand key features of events.</p> <p>Give more than one cause of an event and reasons why people acted as they did.</p> <p>Know the story of events can be explored through pictures, maps, museum visits, artefacts and first-hand accounts (diaries).</p> <p>Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of their lives and events.</p>

<p>Year 3</p>	<p>Produce an ongoing timeline of the period being studied, showing main events and changes across. Complete a grid to record changes across the time period studied. Can understand that the past is divided into different dates/ chronological conventions, e.g. BC/BCE & AD/CE. (Before Common Era/ Common Era) Begin to add dates onto a simple timeline. Begin to make comparisons between ancient civilisations and develop chronologically secure knowledge and understanding. Compare the achievements of the world's civilisations. Research when each of these civilisations started.</p>	<p>Frame historically valid questions about change, cause, similarity and difference to understand complexity of people's lives and the process of change. Recognise that change occurred due to intelligence, inventiveness and human resolve to overcome difficulties of life at the time. Develop awareness of change, cause, similarity and differences and the significance. Show understanding of the word "civilisation" in talk.</p>	<p>Ask perceptive questions and suggest how artefacts were made or used and what life at the time was like. Understand how our knowledge of the past is constructed from a range of sources. Make careful observations of artefacts (or photographs) to find out about the period. Explore things which early civilisations had in common, e.g. river location, development of writing and number systems. Explain how discoveries were made about the civilisations, which help us to learn more about them. Orally justify which is the most important achievement and invention of each civilisation.</p>	<p>Construct informed reports with thoughtful selection and organisation of relevant historical information. Retrieve and record information from non-fiction to answer own increasingly perceptive questions. Present recalled or selected information in a variety of ways, using specialist terms. Show curiosity by asking own questions.</p>
<p>Year 4</p>	<p>Record increasing knowledge about the effect of this group (The Greeks and The Romans) on Europe, Britain and the local area, building on existing developments. Note connections, contrasts, trends over time (e.g. Roman Empire began 800 years before it reached Britain) Understand that empires grow over time. Use and interpret online maps and timelines. Place the start and the end of the period on a timeline, along with the periods studied in Year 3. Continue to annotate timeline throughout the study as they discover more about the time, noting connections.</p>	<p>Explain change, cause and impact and significance in writing. Can make a few connections and contrasts, e.g. change, cause, similarity, difference and significance. Devise historically valid questions about change, cause, similarity, difference and significance.</p>	<p>Describe how the past can be represented or interpreted in a few different ways e.g. different views from different members of society on invaders. Handle and use artefacts from the time as a source of evidence; explain how useful they are for information. Understand how our knowledge of the past is constructed from a range of sources. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. Explain what life was like for different groups of society, their diversity and relationships between them. Using a range of sources, explore the significance of the growth of the empire and influence on life today.</p>	<p>Compare the areas of different empires and draw conclusions about the comparative power and influence. Show a developing historical perspective through understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social contexts. Ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement, e.g. debate and consider the impact on Britain. Construct informed responses that involve thoughtful selection and organisation of relevant historical information, using terms such as 'empire', 'civilisation', and 'democracy'. Describe the significance of the period and ideas from the period which still exist today.</p>

<p>Year 5</p>	<p>Recognise the subsequent consequence of significant events on settlements and life in Britain.</p> <p>Independent construct a timeline, showing the history of invasions and settlements of Europeans in British from the Roman until 1066.</p> <p>Place significant events on the timeline throughout the study as an ongoing activity.</p> <p>Understand how Britain has been influenced by the wider world, e.g. co-existence of and fights between different groups of settlers.</p> <p>Understand how the past can have an impact on a local area and life today.</p> <p>Using a timeline, show a growing knowledge of an area.</p> <p>Show an understanding of what life was like for people living in the area in the past.</p>	<p>Understand the cause and consequences of events.</p> <p>Understand the complexity of people live, the process of change, diversity of society and relationships between different groups, as well as their own identity and challenges.</p>	<p>Rigorously use a range of sources, including artefacts and written resources, to build understanding of what life was like & influence on art, culture, law, settlements and religion.</p> <p>Understand how laws and justice systems introduced at the time were designed to exert control over different elements of society and other invaders.</p> <p>Understand that recent discoveries raised new evidence to challenge and aid knowledge about the time.</p> <p>When using evidence, show understanding that there may be bias and different viewpoints.</p> <p>Can devise an effective enquiry following the study of an artefact, documents, a visit to a significant local place/ museum, a local walk or an interview.</p> <p>Make detailed use of a wide range of historical sources to help reach and support a conclusion.</p> <p>Select, interpret and evaluate a source of information about the local area, assessing usefulness and if there is any bias, etc.</p> <p>Understand how knowledge of the past is constructed from a range of sources and list a range of sources for local history.</p>	<p>Use key historical terms in a variety of structured, informed, extended written responses or descriptions of the main features of past societies/ periods.</p> <p>Explain their development as a historian- the tools and skills they have developed and how they think they will use these in the future.</p> <p>Thoughtfully select and organise relevant historical information, e.g. write a local guidebook for the community.</p> <p>Ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement.</p>
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<p>Year 6</p>	<p>Adds detail to the timeline during the ongoing studies to show how people’s lives changed in the aspect studied.</p> <p>Can draw a timeline to scale independently, to show where the study over a wide arc of time fits in to the wider story of British History; can record events, changes, causes and consequences on the timeline independently.</p> <p>Can note connections, contrasts and trends over time.</p> <p>Demonstrate coherent, chronologically secure knowledge and understanding of British History, establishing clear narratives within and across the periods they studied in KS2.</p> <p>Continue to annotate timeline through the study as they discover more about the time, noting connections.</p> <p>Demonstrate a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they have studied.</p> <p>Can independently construct and add to an ongoing timeline to make comparisons between 2 societies at the same time.</p>	<p>Note effects on changes, causes and consequence for all sections of society and impact on their own life and identity.</p> <p>Understand the complexity of people’s lives, the process of change, the diversity of societies and relationship between different groups and significance of that time.</p>	<p>Answer a whole class enquiry question, drawing on a range of historical sources and different interpretations of information.</p> <p>Demonstrate maturity when sifting through arguments, coming to their own judgements and conclusions.</p> <p>Follow the cycle of historical enquiry independently by stating what they already know, finding the most relevant question to investigate, and evaluating how to analyse and present the information.</p> <p>Use evidence rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p>Demonstrate the methods of historical enquiry more independently, e.g. ask perceptive questions, think critically and weigh evidence.</p> <p>Draw conclusions on the complexity of life at the time, changes and relationships between groups.</p> <p>Know how Britain was influenced by the wider world.</p> <p>Use available evidence selectively to answer own raised questions about a distant past society.</p>	<p>Devise increasingly historically valid, perceptive questions about change, cause and significance during the study.</p> <p>Give reasons why some civilisations grew in power, but may have later declined or even disappeared.</p> <p>Use the term “civilisation” and understand its meaning.</p> <p>Conduct their own question-led research into features of a non- European society.</p>
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Year 1	Ourselves	Changes through the ages	Up and Away	Into the Woods	Real Life Superheroes	All at Sea
Year 2	Explorers/ Significant Individuals		Roots, Shoots and Juicy Fruits		The Big Smoke	
End of Key Stage 2 Objectives and Context						
Learning	<ul style="list-style-type: none"> • Describe changes in Britain from the Stone Age to the Iron Age – Year 3 • Describe the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China – Year 3 • Describe the Roman Empire and its impact on Britain – Year 4 • Describe a study of Ancient Greek life and achievements and their influence on the western world – Year 4 • Describe Britain's settlement by Anglo-Saxons and Scots – Year 5 • Describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor – Year 5 • Describe a local history study – Year 5 (Medway) • Describe a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – Year 6 (WW1) • Describe a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300 – Year 6 					