

Progressions of Learning in History

<u>Historical Knowledge</u>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Working at the expected standard NC Objectives (For strand specific objectives please refer to your progression map)</p>	<p>Recognise and categories where the people and events they study fit within a chronological framework.</p> <p>Understand changes within living memory and beyond that are significant nationally or globally.</p> <p>Understand the lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p>Identify where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</p> <p>Understand events beyond living memory that are significant nationally or globally and significant historical events, people and places in their own locality.</p> <p>Compare the lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p>Develop an understanding of the main events, people and changes.</p> <p>Understand the key characteristics of the period being studied and can spot anachronisms.</p> <p>Understand the main differences between today and the period being studied.</p> <p>Develop an understanding of AD and BCE, of scaled timelines and British history organised into different ages.</p>	<p>Develop a knowledge and understanding of the main events, people and changes.</p> <p>Understand and know that not everyone in the past lived in the same way and had a range of different ways of looking at their world and can explain ideas.</p> <p>Understand the past in terms of periods and use some key dates as important markers of events. Developing understanding of chronology by representing, and referring to, the past as different 'ages' of time, and by their use of dates and terms.</p>	<p>Use an increasing knowledge and understanding of the history of Britain to help them understand, and make comparisons with, that of the wider world.</p> <p>Compare and make links between different features of a society to make sense of the world lived in by people in the past. Understand beliefs and attitudes in terms of why people might have had those ideas.</p> <p>Understand 'centuries' and how they are used to date different ages. They use terms such as 'circa.'</p>	<p>Apply factual knowledge and understanding of the history of Britain and the wider world to describe past societies and periods, and to make links between features within and across different periods.</p> <p>Describe and explain ways of life at different levels of society and understand that people would have different outlooks on life depending on their social standing.</p> <p>Apply links between three periods in history, comparing, spotting similarities and differences.</p>
<p>Working above the expected standard</p>	<p>Apply aspects of change in national life.</p> <p>Apply differences in relation to their own past and present.</p>	<p>Use and understand more complex time terms, such as BC/AD, period labels and terms, and words and phrases relating to the passage of time including 'last century', '1950s', '1960s' and 'decade'.</p> <p>Analyse a range of features covering family, local, national and global history and draw a range of conclusions.</p>	<p>Analyse different periods studied including present day.</p> <p>Evaluate the changes in history and how it has affected other periods including present day.</p>	<p>Apply chronology by sequencing the key events, objects, themes, societies, periods and people within and across topics confidently using key dates, period labels and terms.</p> <p>Analyse by comparing the main context of particular themes, societies, people and events including some explanation.</p>	<p>Analyse the beliefs and attitudes people had in that time period and compare it with their own.</p> <p>Evaluate the impact of these beliefs and further looking at how it has impacted throughout the years.</p>	<p>Analyse the sequence of key events, objects, themes, societies and people in topics covered using dates, period labels and terms accurately.</p> <p>Evaluate the themes, events, societies and people covered across the Upper Key Stage 2 topics, explaining different dimensions and characteristics.</p>

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History Concepts	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Working at the expected standard NC Objectives (For strand specific objectives please refer to your progression map)</p>	<p>Define simple reasons why a real person acted as they did in a historical situation and the consequences of their actions.</p> <p>Identify different ways the past is represented and recognise fact from fiction.</p>	<p>Recall clear explanations of an important event, offering two or three reasons why an event took place.</p> <p>Recall consequences of events and are able to give two main effects of an event.</p>	<p>Understand that events have more than one cause and they can explain slightly more complex events.</p> <p>Recognise general and impersonal causes, and understand that events happen because of other reasons than just human action.</p>	<p>Understand that events usually happen for a combination of reasons.</p> <p>Recognise different causes for an event giving more detail than listing.</p>	<p>Describe causes and consequences rather than list.</p> <p>Understand that causes might be connected in some way and that one cause might be linked to another making the event much more likely to happen.</p>	<p>Express explanation in terms of relative importance backed up by reasoned argument.</p> <p>Describe quite complex events using a good range of causes, some of them linked in a simple way.</p>
<p>Working above the expected standard</p>	<p>Interpret why people acted in historical events.</p> <p>Interpret the choices and actions of people in historical situations.</p>	<p>Analyse accurately similarities, differences and changes both within and across time periods and topics.</p> <p>Evaluate a few valid causes and effects relating to many of the events covered.</p> <p>Evaluate some valid reasons for selecting an event, development or person as significant.</p>	<p>Analyse actions of people in historical settings.</p> <p>Evaluate the effectiveness of the choices and actions of historical events.</p>	<p>Apply why certain changes and developments were of particular significance within topics and across time periods.</p> <p>Evaluate the significance of particular causes and effects for many of the historical situations, events, developments and individuals from more than one viewpoint.</p>	<p>Analyse by comparing cause and consequences across topics and time periods.</p> <p>Analyse events that are linked together and evaluate the choices and actions that lead to them.</p>	<p>Analyse how typical similarities, differences and changes were.</p> <p>Analyse the significance of events, development and people across topics and time periods.</p> <p>Evaluate and explain the reasons for, and results of, events and changes. They use this to describe features of past societies and periods and to make links between them.</p>

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Historical Enquiry	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Working at the expected standard NC Objectives (For strand specific objectives please refer to your progression map)</p>	<p>Choose and use parts of stories (and other sources) to show understanding of key features of events studied.</p> <p>Identify some of the different ways in which the past is represented.</p> <p>Recognise some of the ways in which we find out about the past.</p> <p>Ask and discuss questions to build upon understanding.</p>	<p>Ask and answer historically relevant questions about parts of stories (and other sources) to develop understanding of key features of events studied.</p> <p>Recognise some of the ways in which we find out about the past and classify different ways in which it is represented. (Primary and Secondary sources)</p>	<p>Identify evidence of the changes that happen over time.</p> <p>Make use of sources of information beyond simple observation to answer questions about the past.</p> <p>Identify differences between versions of the same event.</p>	<p>Identify evidence of changes over time, compare and draw conclusions and justify them.</p> <p>Experiment with sources of information and understand that aspects of the past have been represented and interpreted in different ways.</p> <p>Recognise that there are often different interpretations of events.</p>	<p>Apply knowledge of events, people and changes have been interpreted in different ways and suggest possible reasons for this.</p> <p>Recognise that history is continuously being rewritten.</p> <p>Understand that people create different versions of the past for different audiences and there might give a different emphasis. Therefore, understand that some interpretations might be more accurate and reliable than others.</p>	<p>Identify and evaluate sources of information, which they use critically to reach and support conclusions.</p> <p>Demonstrate reasons why some sources might be treated cautiously and show awareness of the need to think about why the source has been produced.</p> <p>Understand that all history is to some extent interpretations and see why some people might write different versions of the same event.</p>
<p>Working above the expected standard</p>	<p>Analyse ways in which the past is represented.</p> <p>Create valid questions to guide their learning create answers using evidence from sources.</p>	<p>Evaluate the usefulness of sources and parts of sources to answer historical questions.</p> <p>Create a series of valid questions and produce effective responses using appropriate vocabulary confidently.</p>	<p>Analyse why there might be more than one version of events.</p> <p>Evaluate sources and draw conclusions and justifying them.</p>	<p>Analyse information from different sources.</p> <p>Evaluate sources and justify their reliability.</p>	<p>Evaluate a range of different sources of information and identify those that are useful for particular tasks.</p> <p>Evaluate reliability of sources and judge whether it is trustworthy.</p>	<p>Analyse why there are different historical interpretations of events, people and changes.</p> <p>Evaluate a range of sources for historical enquiries considering factors such as purpose, audience, accuracy, reliability and how the source was compiled.</p> <p>Create quality responses to a wide range of historical enquiries requiring the use of some complex sources and different forms of communication with detailed ideas on ways to develop or improve responses.</p>