



## Progression in History

	Year 1/2		Year 3/4		Year 5/6	
	<p>Pupils are taught about:</p> <ul style="list-style-type: none"> <li>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life (1960s)</li> <li>events beyond living memory that are significant nationally or globally (The Great Fire of London)</li> <li>the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (Rosa Parks, Florence Nightingale)</li> </ul>		<p>Pupils are taught about:</p> <ul style="list-style-type: none"> <li>changes in Britain from the Stone Age to the Iron Age</li> <li>the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of: Ancient Egypt and The Shang Dynasty of Ancient China</li> <li>Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> <li>the Roman Empire and its impact on Britain</li> <li>Britain's settlement by Anglo-Saxons and Scots</li> <li>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>a study of crime and punishment in British history that extends pupils' chronological knowledge beyond 1066</li> <li>a non-European society that provides contrast with British history - Mayan civilization c. AD 900</li> <li>a local history study - Skelmersdale</li> </ul>			
<b>Suggested Focused Enquiries</b>	<p><i>I'm making History</i></p> <p><i>History on my doorstep – where shall we go?</i></p> <p><i>Who / what made my corner of the world special long ago?</i></p>	<p><i>Who was here before me?</i></p> <p><i>Who made history?</i></p>	<p><i>Stone age to Iron age – Who was here before me?</i></p> <p><i>Early civilisation –why are there pyramids in Ancient Egypt?</i></p>	<p><i>What did the Ancient Greeks do for us?</i></p> <p><i>Why did the Ancient Romans march through Durham?</i></p>	<p><i>What happened to Britain when the Romans left?</i></p> <p><i>How vicious were the Vikings?</i></p>	<p><i>Who was making history in faraway places?</i></p> <p><i>A magnificent millennium – how did Britain change between 1000 – 2000?</i></p>



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Chronology	<p><i>Develop, then demonstrate an awareness of the past, using common words and phrases relating to the passing of time</i></p> <p><i>Show where places, people and events fit into a broad chronological framework</i></p> <p><i>Begin to use dates</i></p>	<p><i>Develop increasingly secure chronological knowledge and understanding of history, local, British and world</i></p> <p><i>Put events, people, places and artefacts on a timeline</i></p> <p><i>Use correct terminology to describe events in the past</i></p>	<p><i>As Year 3/4, and</i></p> <p><i>Use greater depth and range of knowledge</i></p>
Historical Terms	<p><i>Develop, then use a wide vocabulary of historical terms, such as: a long time ago, recently, when my .... were younger, years, decades, centuries</i></p>	<p><i>Develop use of appropriate subject terminology, such as: empire, civilisation, monarch</i></p>	<p><i>Record knowledge and understanding in a variety of ways, using dates and key terms appropriately</i></p>
Historical Enquiry	<p><i>Ask and begin to answer questions about events e.g. When? What happened? What was it like...? Why? Who was involved?</i></p> <p><i>Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites</i></p> <p><i>Choose and use parts of stories and other sources to show understanding of events</i></p> <p><i>Communicate understanding of the past in a variety of ways</i></p>	<p><i>Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance</i></p> <p><i>Suggest where we might find answers to questions considering a range of sources</i></p> <p><i>Understand that knowledge about the past is constructed from a variety of sources</i></p> <p><i>Construct and organise responses by selecting relevant historical data</i></p>	<p><i>Devise, ask and answer more complex questions about the past, considering key concepts in history</i></p> <p><i>Select sources independently and give reasons for choices</i></p> <p><i>Analyse a range of source material to promote evidence about the past</i></p> <p><i>Construct and organise response by selecting and organising relevant historical data</i></p>



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Interpreting History	<i>Identify different ways that the past is represented, e.g. fictional accounts, illustrations, films, song, museum displays</i>	<i>Be aware that different versions of the past may exist and begin to suggest reasons for this</i>	<i>Understand that the past is represented and interpreted in different ways and give reasons for this</i>
Continuity and Change	<i>Discuss change and continuity in an aspect of life, e.g. education, fashion, food</i>	<i>Describe and begin to make links between main events, situations and changes within and across different periods and societies</i>	<i>As Year 3/4, and Use a greater depth of historical knowledge</i>
Causes and Consequences	<i>Recognise why people did things Recognise why some events happened Recognise what happened as a result of people's actions or events</i>	<i>Identify and give reasons for historical events, situations and changes  Identify some of the results of historical events, situations and changes</i>	<i>Begin to offer explanations about why people in the past acted as they did</i>
Similarities / Differences	<i>Identify similarities and differences between ways of life in different periods, including their own lives</i>	<i>Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual</i>	<i>Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual</i>
Significance	<i>Recognise and make simple observations about who was important in an historical event/account, e.g. talk about important places and who was important and why</i>	<i>Identify and begin to describe historically significant people and events in situations</i>	<i>Give reasons why some events, people or developments are seen as more significant than others</i>



Holland Moor  
Primary School

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