



# HISTORY CURRICULUM PROGRESSION

Yr	Chronological understanding	Knowledge and understanding	Historical interpretation	Historical enquiry
6	<p>Uses key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, &amp; Victorians.</p> <p>Uses timelines to place events, periods and cultural movements and to demonstrate changes (e.g. in culture, technology)</p> <p>Describes main changes in a period using words such as: <i>social, religious, political, technological and cultural</i>.</p>	<p>Describes similarities and differences between people, events and objects studied.</p> <p>Identifies how aspects may have changed during a time period.</p> <p>Gives own reasons why changes may have occurred, backed up with evidence.</p> <p>Makes links between some features of past societies.</p>	<p>Understands that the past has been represented in different ways.</p> <p>Suggests plausible reasons for why aspects of the past have been interpreted in different ways.</p> <p>Understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.</p>	<p>Identifies and uses range of different sources for information, selecting the most appropriate.</p> <p>Evaluates the usefulness and accurateness of different sources of evidence.</p> <p>Forms own opinions about historical events from a range of sources.</p>
5	<p>Sequences historical periods.</p> <p>Identifies changes within / across periods.</p> <p>Uses timelines to place and sequence local, national &amp; international events.</p> <p>Uses words such as: <i>Tudors, Stuarts, Victorians, era, period</i>.</p>	<p>Gives some causes and consequences of the main events, situations and changes in the periods studied.</p> <p>Identifies changes and links within and across the time periods studied.</p>	<p>Compares different versions of the same event; identifies differences in the accounts.</p> <p>Gives clear reasons why there may be different accounts of history.</p> <p>Knows that people (past &amp; present) can represent events to persuade others.</p>	<p>Uses wide range of sources to collect information about the past.</p> <p>Asks a range of questions about the past.</p> <p>Chooses reliable sources of evidence to answer questions.</p> <p>Realises that there is often not a single answer to historical questions.</p>
4	<p>Names and places dates of significant events from the past on a timeline.</p> <p>Divides the present and recent history using 21<sup>st</sup> century, 20<sup>th</sup> and 19<sup>th</sup> centuries.</p> <p>Uses words: <i>century, decade</i>,</p>	<p>Shows knowledge &amp; understanding by describing features of past periods.</p> <p>Identifies some ideas, beliefs, attitudes and experiences of from the past.</p> <p>Describes how past events/people affect life today.</p>	<p>Gives reasons why there may be different accounts of history.</p>	<p>Understands difference between primary and secondary sources of evidence.</p> <p>Suggests sources of evidence from a selection to use to help answer questions.</p>
3	<p>Uses timelines to place events in order.</p> <p>Understands BC/AD.</p> <p>Uses words: <i>BC, AD, after, before, during</i>.</p>	<p>Uses evidence to find out how things may have changed during a time period.</p> <p>Describes similarities &amp; differences between people, events and objects.</p> <p>Shows changes on a timeline.</p>	<p>Looks at 2 versions of same event and identifies differences in the accounts.</p>	<p>Uses range of sources to collect information about the past.</p> <p>Asks questions such as 'How did people ....? What did people do for ....?'</p>
2	<p>Puts a few people/events/objects in order.</p> <p>Recount changes in own life over time.</p> <p>Uses words such as: <i>past, present, recently, before, after, now, later</i>.</p>	<p>Uses information to describe the past and differences between then &amp; now.</p> <p>Uses evidence to explain reasons why people in the past acted as they did.</p>	<p>Understands why some people in the past did things.</p>	<p>Looks carefully at pictures or objects to find information about the past.</p> <p>Asks and answers questions such as: 'What was it like for a ....?', 'What happened in the past?', 'How long ago did .... happen?'</p>
1	<p>Sequence some events in order.</p> <p>Remembers parts of stories about the past.</p> <p>Uses vocab: <i>old, new, young, days, months</i></p>	<p>Can tell the difference between past and present in own and other's lives.</p>	<p>Begins to identify and recount some details from the past from sources.</p>	<p>Finds answers to simple questions about the past from sources of information.</p>
FS	<p><i>Understand the past through characters and events encountered in books read in class and storytelling.</i></p>	<p><i>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</i></p>	<p><i>Comment on images of familiar situations in the past. Compare and contrast characters from stories, including those from the past.</i></p>	<p><i>Talk about the lives of people around them and their roles in society. Begin to make sense of their own life-story and family history.</i></p>