

Progression in History

Newick Church of England Primary School

Educating for wisdom, independence, creativity and kindness.

The National Curriculum for history (2014) aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, **chronological** narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a **historically grounded understanding of abstract terms** such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as **continuity and change, cause and consequence, similarity, difference and significance**, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- 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
- gain **historical perspective** by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Longer term learning concerns the pupils' chronological knowledge, both in terms of sequencing periods of history and of having a clear sense of characteristic features of those periods. Another aspect of longer term knowledge is the development of a range of historical terms in their appropriate context (e.g. conflict, emperor, democracy) and the children's grasp of key concepts such as change, causation or historical significance. These concepts and terms need to be studied across a wealth of historical contexts. (*Progression in history under the 2014 National Curriculum – A guide for schools, Jamie Byrom*)

Newick CE Primary School

Table of progression

	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological knowledge / understanding	<p>Use everyday language related to time.</p> <p>Order and sequence familiar settings.</p> <p>Describe main story settings, events and principal characters.</p> <p>Talk about past and present events in their own lives and family members.</p>	<p>Use common words and phrases related to the passing of time.</p> <p>Sequence events or objects in chronological order.</p> <p>Build a visual timeline and talk about why they have placed the objects in a particular order.</p>	<p>Know where all people/events studied fit into a chronological framework.</p> <p>Place artefacts / photos on a timeline.</p> <p>Explain how their own timeline was created.</p>	<p>Use timelines to demonstrate knowledge of Early British history and identify similarities and differences between periods.</p> <p>Place events and significant people on a timeline.</p>	<p>Understand more complex terms e.g. BCE/AD.</p> <p>Date key events and order them.</p> <p>Understand the period of history studied (Vikings, Anglo Saxons, Aztecs) in relation to Year 3 study.</p>	<p>Place current study on time line compared to other studies.</p> <p>Use relevant period labels.</p> <p>Make comparisons between different times in history. (Egyptians / Aztecs)</p>	<p>Identify significant events within periods and over longer arcs of time. (during one conflict and across the 20th century).</p> <p>Establish clear narratives across periods studied.</p> <p>Note connections and trends over time.</p>
Historical terms	<p>past, now, then (see vocab grid)</p>	<p>Invader, settler, knight, moat, (see vocab grid)</p>	<p>Empire, significant, ancestors, evidence, slave, colony, trader (see vocab grid)</p>	<p>archaeology, prehistory, nomadic, civilisation, settlement, survival (see vocab grid)</p>	<p>Successor, negotiate, surrender, retreat, noble, sacrifice, hierarchy (see vocab grid)</p>	<p>Feudal system, peasant, serf, medieval, Magna Carta, (see vocab grid)</p>	<p>Legacy, democracy, plutocracy, election, political, state, treaty, alliance, propaganda, (see vocab grid)</p>
Historical enquiry – using evidence/ communicating ideas	<p>Show interest in stories.</p> <p>Answer how and why questions in response to stories.</p> <p>Ask questions.</p> <p>Know that information can be found in books and on the computer.</p>	<p>Understand some ways we can find out about the past.</p> <p>Ask and answer questions from a source.</p> <p>Begin to understand the effectiveness of a source.</p>	<p>Use a range of sources to find out about a period.</p> <p>Observe small details from artefacts, pictures and photos.</p> <p>Select and record relevant information.</p>	<p>Use evidence to form a narrative about a past event.</p> <p>Select relevant material to present a picture.</p> <p>Use evidence to ask a historical question and identify the source required to answer it.</p>	<p>Use evidence to form a narrative about a past event.</p> <p>Select relevant material to present a picture.</p> <p>Use evidence to ask a historical question and identify the source required to answer it.</p>	<p>Regularly devise historical questions involving how people lived.</p> <p>Know the difference between a primary and secondary source.</p> <p>Use evidence and select relevant information to build a factual account of how people lived.</p>	<p>Regularly address and devise historical enquiry using the guide to historical questions.</p> <p>Bring knowledge from several sources together, suggest omissions and the means of finding answers.</p>

			<i>Develop own questions.</i>			<i>Confident use of secondary sources such as information books, websites.</i>	<i>Understand how different types of sources are used to make historical claims.</i>
Interpretations of history	<i>Begin to identify different ways the past is represented, (photos, stories etc)</i>	<i>Identify different ways in which the past is represented.</i>	<i>Identify how useful different sources are.</i>	<i>Evaluate the usefulness of different sources. Compare accounts from events from different sources.</i>	<i>Understand that different versions of the past may exist, giving some reasons for this.</i>	<i>Be aware that different evidence may lead to different conclusions.</i>	<i>Consider ways of checking accuracy. Work out how different conclusions have been reached.</i>
Continuity and change	<i>Develop understanding of change over time – growth, decay</i>	<i>Look at similarities and differences of objects over time.</i>	<i>Identify similarities and differences between ways of life at different times.</i>	<i>Compare and make links between different periods in time. Describe them.</i>	<i>Describe and make links between main events in different periods of time.</i>	<i>Identify and explain change within a period. (Medieval Farming)</i>	<i>Identify and explain change within a period and across periods.</i>
Cause and consequence	<i>Question why things happen and give explanations.</i>		<i>Recognise why people took action and what happened as a result.</i>		<i>Identify and give reasons for historical events. Explain the consequences of actions, events and situations.</i>		
Similarity / difference	<i>Know about similarities and differences between themselves and others and among families, communities and traditions.</i>		<i>Make observations about different types of people, events and beliefs within and across periods of time.</i>		<i>Describe social, cultural, religious and ethnic diversity in Britain and the wider world. Explain how different events in the past impacted on the culture of Britain.</i>		
Significance of events / people	<i>Recognise and describe special times or events for family and friends.</i>	<i>Give a simple account (verbal or written) of a significant historical figure and explain why they are considered important.</i>		<i>Identify historically significant events and people</i>	<i>Explain the significance of people and / or events in their context and their impact on the present.</i>		