

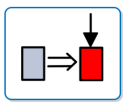
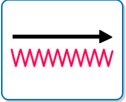
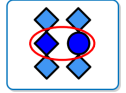



# Progression Overview

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Chronology</b> 	<ul style="list-style-type: none"> <li>-Understand that events happened before now and can be described using words like yesterday, a long time ago, or in the past.</li> <li>-Begin to sequence simple events in their own lives and routines.</li> </ul>	<ul style="list-style-type: none"> <li>-Label timelines with words such as: past, present, older and newer.</li> <li>-Place events, people and artefacts on a timeline.</li> </ul>	<ul style="list-style-type: none"> <li>-Place events, artefacts and historical figures on a timeline.</li> <li>-Refer to the year that some events took place.</li> </ul>	<ul style="list-style-type: none"> <li>-Place ages in order of time and understand the meaning of their names.</li> <li>-Place artefacts within their correct age.</li> <li>-Place events, artefacts and historical figures on a timeline using dates and BC/BCE and AD/CE, with support.</li> </ul>	<ul style="list-style-type: none"> <li>-Place events, artefacts and historical figures on a timeline, using dates and time (BC/BCE and AD/CE).</li> </ul>	<ul style="list-style-type: none"> <li>-Can use dates and terms accurately in describing events and people.</li> </ul>	<ul style="list-style-type: none"> <li>-Use dates and terms accurately in describing events and describe the main changes in a period of history (using terms such as social, religious, political, technological and cultural).</li> </ul>
<b>Evidence and Interpretation</b> 	<ul style="list-style-type: none"> <li>-Talk about images, stories and artefacts to find out about life in the past.</li> </ul>	<ul style="list-style-type: none"> <li>-With support, I can observe or handle some evidence to ask questions about the past.</li> </ul>	<ul style="list-style-type: none"> <li>-Observe or handle evidence to ask questions and find answers to questions about the past.</li> <li>-Begin to explain why evidence can be trusted.</li> </ul>	<ul style="list-style-type: none"> <li>-Observe evidence to ask about the past and come to conclusions based on what I have seen.</li> <li>-Suggest suitable sources of evidence for historical enquiries.</li> </ul>	<ul style="list-style-type: none"> <li>-Suggest more than one suitable source for historical enquiry.</li> <li>-Begin to discuss the reliability of sources.</li> </ul>	<ul style="list-style-type: none"> <li>-Use sources of evidence to deduce information about the past and explain its reliability.</li> <li>-Use sources of information to form testable hypotheses about the past.</li> </ul>	<ul style="list-style-type: none"> <li>-Use sources of evidence to form conclusions about the past understanding that no single source gives the full answer to questions.</li> <li>-Analyse evidence in order to justify claims about the past.</li> </ul>
<b>Cause and Consequence</b> 	<ul style="list-style-type: none"> <li>-Talk about why people made certain choices in the past e.g. why people live in castles or used different forms of transport.</li> </ul>	<ul style="list-style-type: none"> <li>-Discuss causes and consequences in relation to the significant person studied.</li> </ul>	<ul style="list-style-type: none"> <li>-Recognise that there are reasons why people in the past acted as they did and what the consequences of these actions were.</li> </ul>	<ul style="list-style-type: none"> <li>-Suggest the causes of main events and their consequences for the period studied.</li> </ul>	<ul style="list-style-type: none"> <li>-Suggest the causes of main events and their consequences for the period studied.</li> </ul>	<ul style="list-style-type: none"> <li>-Describe the causes of events and their consequences in the period studied.</li> </ul>	<ul style="list-style-type: none"> <li>-Describe the causes of events and their consequences in the period studied.</li> </ul>

<b>Change and Continuity</b> 	-Know some things change over time (e.g. clothing, homes, transport) while others stay the same.	-Describe changes and historical events.	-Describe changes and historical events.	-Begin to explain the concept of change over a long period of history.	-Explain the concept of change over time and represent this with evidence.	-Identify period of rapid change in history -Explain the concepts of continuity and change over time.	-Identify and analyse change and continuity using terms such as social, religious, political, cultural and technological.
<b>Similarity and Difference</b> 	-Identify similarities and differences between people, cultures and ways of life now and in the past.	-Discuss and compare some of the ways the past has been represented.	-Identify and compare some of the different ways the past has been represented.	-Describe different accounts of a historical event, explaining some of the reasons why the account may differ. -Describe the suitable sources of evidence to find out about significant people/events.	-Describe the social, ethnic, cultural and religious diversity of the past.	-Use appropriate historical vocabulary to compare and contrast key people/events/ artefacts in history.	-Use appropriate historical vocabulary to compare and contrast key people/events/ artefacts in history.
<b>Historical Significance</b> 	Recognise that some people in the past are remembered because they did something important (e.g. Grace Darling, Jane Goodall, Neil Armstrong).	-Name significant people from the past and describe and begin to talk about key events in their lives. .	-Describe significant people and events from the past and explain why they are important.	-Suggest suitable sources of evidence to find out about significant people/events.	-Discuss the importance of people and events in time and the significant impact they had on society using evidence to prove my argument (with support).	-Describe the social and cultural significance of a past society and their characteristic features of the past, including ideas and beliefs.	-Describe the characteristic features of the past, including the ideas, beliefs and attitudes and experiences of men, women and children.



# Examples of Progression in **History** at Our Lady of the Angels

## **Chronology**

In KS1, children begin to label timelines with significant events, historical figures and artefacts. They will start to understand placing such events in a wider historical context, once they are exposed to a variety of different historical events, such as The Great Fire of London and The Victorians. In LKS2, prior knowledge is built upon and timelines are used with increasing accuracy. Ages in order of time are explored while learning about Prehistoric England and with support, children understand the use of BC/BCE and AD/CE. In UKS2, dates and terms are used with accuracy when describing events and people and children are able to describe the main changes in key periods of history, such as Ancient Egypt, Vikings and Mayans.

## **Evidence and Interpretation**

In KS1, with support, children learn how to observe and handle artefacts to ask questions about the past. They begin to explore the idea of why some evidence can be trusted, such as fossils and they begin to come to conclusions based on what they have seen. In LKS2, a variety of sources are explored. Primary sources such as, Victorian household census' are compared with secondary sources and the children build an understanding of deducing information about the past and explaining its reliability. In UKS2, the concepts of reliability and effective conclusions are built upon through the understanding that no single source gives a full answer to questions historians have. Additionally, children are able to analyse a wide range of evidence from a variety of significant time periods to justify claims about the past and answer key questions.

## **Cause and Consequence**

In KS1, children begin to discuss the concepts of causes and consequences in relation to the significant people they study, such as Mother Theresa and Captain Cook. They start to understand that there are reasons why people in the past acted the way they did and their actions had consequences that we can still today, namely, Mary Anning's knowledge of dinosaurs and how her contribution is still recognized today. In LKS2, children build on their understanding of causes and consequences while looking at key periods of history for example, how the invention of bronze led to a whole new way of life for people in Prehistoric England. In UKS2, the children continue these explorations and can understand that there can be more than once cause that leads to significant consequences in the time periods being studied.

## **Change and Continuity**

In KS1, in topics like Explorers and The Titanic children start to explore the concept of change over time and they learn to describe significant historical events. In LKS2, the concept of change is studied over a longer period of history, specifically from the three stages of the Stone Age (Paleolithic, Mesolithic and Neolithic) all the way through to the Bronze Age and the Iron Age. Additionally, children learn to represent this change over time with evidence to describe the long lasting impact it has had. In UKS2, Children have a broader understanding of periods of change and continuity, therefore allowing them to identify periods of rapid change such as the Victorian era and Post-War Britain.

## **Similarity and Difference**

In KS1, Children learn to discuss and compare different ways the past has been represented. They do this through familiarising themselves with sources and key artefacts. In LKS2, the concept of primary and secondary sources are introduced and how these sources help us to deduce key information about significant people/events. With support, the idea of biasedness is introduced, as children are exposed to different accounts of historical events, such as Boudicca and revolt against the Roman Army. In UKS2, the difference between primary and secondary sources are built upon and the children have opportunities to discuss their reliability. Additionally, there is a strong focus on bringing together all the key historical vocabulary they have learned to compare and contrast key people/events/ artefacts in history.

## **Historical Significance**

In KS1, the children learn about a wide variety of significant people from Mother Teresa to Queen Victoria. They begin to talk about key events in these peoples' lives and start to use key dates to support this. They also explore the reasons why these people/events are significant and how they still impact our lives today. In LKS2, children learn to decipher suitable sources of evidence to gain further insight into significant people/events such as Sir Francis Drake. In addition, children learn to discuss the impact these people and events have on society and use a range of evidence to prove their points of view. In UKS2, children develop this historical skill by learning to describe the social and cultural significance of past events, intertwining this with their own ideas and beliefs.

