



HISTORY Map for the Progression of knowledge and skills

The children at Stramongate school will develop these experiences & key skills to a greater depth (with some revisited because they are skills that are constantly required), as they move through the Key Stages:



- a) chronological understanding; organisation & communication; language & vocabulary
- b) continuity & change
- c) range & depth of historical knowledge; knowledge & understanding of events, people & changes in the past
- d) interpretations of history; using & interpreting sources
- e) historical enquiry; cause & consequence

This document aims to give guidance on the progression of historical knowledge, skills & understanding within year groups, with some overlap to equip the children with a deeper understanding as they develop these experiences, learning to apply key skills to a greater depth through revisiting and repetition where appropriate.

It can also be used to help differentiate work and expectations for those pupils who are working above and below the age-related expectations (particularly SEND & GD pupils) Potential GD pupils should be encouraged to work with greater independence, demonstrating that they are able to make substantial judgements, evaluate, critique, empathise, hypothesise & generate further questions to investigate as young HISTORIANS.

ELG	(Past and Present) Children at the expected level of development will: Talk about the lives of the people around them & their roles in society; Know some similarities & differences between things in the past & now, drawing on their experiences & what has been read in class; Understand the past through settings, characters & events encountered in books read in class & storytelling.
Year 1	<ul style="list-style-type: none"> - I can use pictures, stories and artefacts to find information about the past - I can use some simple words & phrases relating to the passing of time - I can compare adults talking about the past and begin to question how reliable their memories are - I can sequence & sort photos or objects from different periods of my life- I can sequence up to 5 events in my life & explain how I have changed since I was born - I am beginning to place or sequence some of the events I have learnt about, in their chronological order, eg. sequence up to 5 artefacts from a distinctly different period of time (eg. ipad, chalkboard, scroll) - I can match objects to people of different ages & recognise that some objects belong to the past - I can recognise the difference between past & present in my own & others' lives (within living memory) - I can use stories to distinguish between fact & fiction - I can recount & know episodes from stories about the past and recount the achievements of a historically significant person, beginning to use phrases that describe the passing of time, giving plausible explanations - I can appreciate that some famous people from the past have helped to make our lives better today - I can answer simple questions about the past from sources of information such as artefacts, giving reasonable explanations, eg. explaining what an object was used for in the past
Year 2	<ul style="list-style-type: none"> - I can chronologically order or sequence events I have learnt about and do this using a given scale on a timeline. - I can use simple words & phrases relating to the passing of time and develop my understanding to be able to use some more complex ones. - I can describe memories of key events in my life and I can recognise differences between the past and the present thinking about changes in my own life (within living memory) - I can sequence artefacts closer together in time - I can use a source eg. an INFORMATION BOOK- observe or handle sources to answer questions about the past on the basis of simple observations & explain how my local area was different in the past - I can recount in some detail the life of someone famous from Britain who lived in the past recognising why people did things, what their achievements were, why events happened & what was the impact - I can identify differences between ways of life at different times - I can compare pictures or photos of people or events in the past & know that things are different in their lives, eg. different from that of their grandparents when <i>they</i> were young; finding out something about the past by talking to an older person - I can compare two versions of a past event & begin to question/analyse - I can begin to discuss the reliability of photos/accounts/stories
Year 3	<ul style="list-style-type: none"> - I am beginning to use historical period time terms decade, century and millennia - I can sequence several events or information /artefacts/dates/people about the period I am studying on a timeline - I am beginning to understand how a timeline can be divided into BC/BCE and AD/CE and order events chronologically using these time terms. - I can place specific times studied on a timeline & understand the term CHRONOLOGY, (ie. the order in which things may have happened), using dates & times related to the study unit & passing of time, also beginning to

	<p>develop an understanding of DURATION (the length of time passing between two events) find out about the everyday lives of the Ancient Egyptians & compare with our lives today</p> <ul style="list-style-type: none"> - I can place key events from the Anglo-Saxon & Roman periods on a timeline/use correct time sequencing words when talking about people or events from the period I am learning - I can find out about the everyday lives of people during WW2 & compare with our lives today, understanding that wars have happened from a very long time ago & are often associated with invasion, conquering or religious beliefs - I can identify similarities & differences between given time periods - I can identify reasons for & the results of people's actions, understanding why people may have wanted to do something or act as they did and what happened as a result in the time period I am learning about - I can look at representations of the period in time studied- through museums, posters, articles, cartoons etc. - I can identify & give reasons for the different ways in which the past is represented - I can distinguish between different sources- compare different versions of the same story - I can use a range of sources to find out about... - I can observe small details in artefacts, pictures, photos etc & begin to make deductions about the past, appreciating that this can help us to build a picture of how people lived, also justifying with evidence - I can understand the difference between primary & secondary sources - I can select & record information relevant to the study - I can use the library/Local Archives & internet for conducting research, eg. identifying similarities & differences between given periods of history
Year 4	<ul style="list-style-type: none"> - I can place key events from the Anglo-Saxon & Roman periods on a timeline/use terms related to the time periods studied, ordering them chronologically, beginning to date events/understand more complex terms, eg. BC/AD & plot recent history on a timeline using centuries/using my maths skills to round up time differences into centuries & decades - I can identify key features and events of the time period, looking for links & effects - I can pick out relevant information from sources and use it to support my answers about the past from sources like pictures, objects and stories - I can use evidence available, including text books, digital media & their own developing historical knowledge to reconstruct life in the time period/build up a picture of a past event studied and begin to both appreciate & evaluate the usefulness & accuracy of different sources - I can research two versions of an event & say how they differ - I can offer reasonable explanations for some events in the time period I am learning about and know how they have caused particular consequences and helped to shape our lives - I can ask a variety of questions, using the library, Local Archives & internet for my research
Year 5	<ul style="list-style-type: none"> - I can sequence events of time studied & draw a timeline with different time periods outlined, beginning to demonstrate a global perspective (different periods of history/when famous people lived etc) - I can use relevant terms & period labels independently and with accuracy & understand the difference between AD & BC - I can make comparisons between different times in the past, explaining things that have changed & things which have stayed the same - I can study different aspects of different people- differences between men & women, rich & poor and how people's way of life in the past was dictated by the work they did/their gender - I can examine/suggest causes & results of great events & the impact on people - I can infer, suggest and explain my reasons on why key events occurred or how the actions of key people caused particular consequences - I can compare life in 'early' & 'late' times studied - I can compare an aspect of life with the same aspect in another period & understand how a particular them has changed over the years - I can investigate how an aspect or theme has changed over time in the local area - I can offer some reasons for different versions of events - I can begin to identify primary & secondary sources and use this evidence to build up a picture of a past event - I can select & begin to combine, relevant sections of information from different sources - I can use the library, Local Archives & internet to research with increasing confidence
Year 6	<ul style="list-style-type: none"> - I can place eg. 'The Victorians' on a timeline, in relation to other periods learnt - I can use a timeline to chronologically order historic periods, events and people I have studied previously as well as the period I am currently learning about - I can use timelines to demonstrate changes and developments in culture, technology, religion and society - I can place features of events & people from past societies & periods into a chronological framework - I can sequence up to 10 events on a timeline - I can use relevant dates & terms independently and with accuracy, when describing events, eg. 'chronology', 'century', 'continuity', 'decade', 'legacy', 'infer', 'justify', 'hypothesis', 'bias' & 'reliability' - I can find out about beliefs, behaviour & characteristics of people, recognising that not everyone shares the same views & feelings - I can recognise & describe differences & similarities/changes & continuity between different periods in history - I can identify trends between different historical periods - I can compare beliefs & behaviour with another time studied

	<ul style="list-style-type: none"> - I can write another explanation of a past event in terms of cause & effect, using evidence to support & illustrate my explanation - I know the key days, characters & events of the time studied, explaining the order in which key events happened, using terms such as 'social', 'religious', 'political', 'technological' & 'cultural' and can explain how through this period in time, Britain has had a major influence on world history, describing what Britain may have learnt from other countries/civilisations through time gone by - I can appreciate that past immigration & emigration has led to the multicultural society of today's UK (eg, the development of the British Empire/Windrush) - I can link sources & work out how conclusions were arrived at - I can consider ways of checking the accuracy of interpretations- fact or fiction & opinion (& understanding what is meant by bias) - I am aware that different evidence will lead to different conclusions and I can suggest some reasons why there are different accounts and interpretations of the past - I can confidently use the library/Local Archives & internet for research - I can investigate how an aspect or theme has changed over time in the local area & offer my view about this change - I recognise primary & secondary source and can purposefully pick out relevant information from more than one source and use this to support my answers about the past from sources like pictures, objects and stories - I can use a range of sources to find out about an aspect of time past, then form deductions & hypotheses about the past - I can suggest omissions & the means of finding out, ie 'History Mysteries' or 'JONK' ('Joy of Not Knowing') lessons - I can bring knowledge gathered from several sources together in a fluent account (making links between features within & across different periods from prior knowledge)
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