

Condover Church of England Primary School

Love Each Other and Know We Are Loved

Love Forgiveness Trust



CONDOVER CE PRIMARY SCHOOL

HISTORY PROGRESSION

	Year 1/2	Year 3/4	Year 5/6
	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"><input type="checkbox"/> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life<input type="checkbox"/> events beyond living memory that are significant nationally or globally<input type="checkbox"/> the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"><input type="checkbox"/> changes in Britain from the Stone Age to the Iron Age<input type="checkbox"/> the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China<input type="checkbox"/> Ancient Greece – a study of Greek life and achievements and their influence on the western world<input type="checkbox"/> the Roman Empire and its impact on Britain<input type="checkbox"/> Britain's settlement by Anglo-Saxons and Scots<input type="checkbox"/> the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor<input type="checkbox"/> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066<input type="checkbox"/> a non-European society that provides contrast with British history - one study chosen from: early Islamic civilization, including a study of Bagdad c.AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300<input type="checkbox"/> a local history study	

Chronology	<p><i>For instance:</i> Develop, then demonstrate an awareness of the past, using common words and phrases relating to the passing of time Show where places, people and events fit into a broad chronological framework Begin to use dates</p>	<p><i>For instance:</i> Develop increasingly secure chronological knowledge and understanding of history, local, British and world Put events, people, places and artefacts on a time-line Use correct terminology to describe events in the past</p>	<p><i>For instance:</i> As Year 3/4, and Use greater depth and range of knowledge</p>
Historical terms	<p><i>For instance:</i> Develop, the use a wide vocabulary of historical terms, such as: a long time ago, recently, when my were younger, years, decades, centuries</p>	<p><i>For instance:</i> Develop use of appropriate subject terminology, such as: empire, civilisation, monarch</p>	<p><i>For instance:</i> Record knowledge and understanding in a variety of ways, using dates and key terms appropriately</p>
Historical enquiries	<p><i>For instance:</i> Ask and begin to answer questions about events e.g. When? What happened? What was it like...? Why? Who was involved? Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites Choose and use parts of stories and other sources to show understanding of events Communicate understanding of the past in a variety of ways</p>	<p><i>For instance:</i> Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance Suggest where we might find answers to questions considering a range of sources Understand that knowledge about the past is constructed from a variety of sources Construct and organise responses by selecting relevant historical data</p>	<p><i>For instance:</i> Devise, ask and answer more complex questions about the past, considering key concepts in history Select sources independently and give reasons for choices Analyse a range of source material to promote evidence about the past Construct and organise response by selecting and organising relevant historical data</p>
Interpreting history	<p><i>For instance</i> Identify different ways that the past is represented, e.g. fictional accounts, illustrations, films, song, museum displays</p>	<p><i>For instance</i> Be aware that different versions of the past may exist and begin to suggest reasons for this</p>	<p><i>For instance</i> Understand that the past is represented and interpreted in different ways and give reasons for this</p>
Continuity and change	<p><i>For instance</i> Discuss change and continuity in an aspect of life, e.g. holidays</p>	<p><i>For instance:</i> Describe and begin to make links between main events, situations and changes within and across different periods and societies</p>	<p><i>For instance:</i> As Year 3/4, and Use a greater depth of historical knowledge</p>

Causes and consequences	<i>For instance:</i> <i>Recognise why people did things</i> <i>Recognise why some events happened</i> <i>Recognise what happened as a result of people's actions or events</i>	<i>For instance:</i> <i>Identify and give reasons for historical events, situations and changes</i> <i>Identify some of the results of historical events, situations and changes</i>	<i>For instance:</i> <i>Begin to offer explanations about why people in the past acted as they did</i>
Similarities and differences	<i>For instance:</i> <i>Identify similarities and differences between ways of life in different periods, including their own lives</i>	<i>For instance:</i> <i>Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual</i>	<i>For instance:</i> <i>Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual</i>
Significance	<i>For instance:</i> <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>For instance:</i> <i>Identify and begin to describe historically significant people and events in situations</i>	<i>For instance:</i> <i>Give reasons why some events, people or developments are seen as more significant than others</i>