

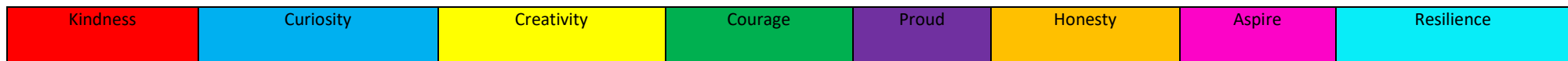
Crow Orchard Primary School



Progression in History

At Crow Orchard Primary School, our definition of progress is the widening and deepening of essential knowledge, skills, understanding and learning behaviours. We design, organise and sequence both our mixed age and single year group curriculum to ensure that children are not merely covering content but achieving a depth to their learning which enables them to use their skills and understanding in all areas of the curriculum. This careful curriculum sequencing means that we build in opportunities to revisit previous learning, which allows them to build on their prior knowledge and gradually develop a deeper understanding of the skills and processes within subjects at their own pace and in the best possible way for each individual child.

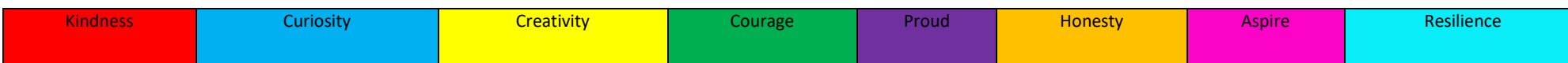
History Progression	Foundation (Sequence towards KS1)	KS1 (Sequence Towards Lower KS2)		Lower kS2 (Sequence towards upper KS2)		Upper KS2 (Sequence towards the end of KS2)	
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology		<p>Show their emerging knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> ▪ Recognising the distinction between past and present. ▪ Identifying <i>some</i> similarities and differences between their own present and aspects of the past. ▪ Place <i>a few</i> events and objects in order by using common phrases to show the passing of time (<i>old, new/young, days and months</i>). <p>Show their developing knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> ▪ Recognising the distinction between present and past in their own and other people's lives. ▪ Identifying some similarities and differences between ways of life in different periods. <p>Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (<i>before, after, a long time ago, past...</i>).</p>		<p>Show their increasing knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> ▪ Using specialist dates and terms, and by placing topics studied into different periods (<i>century, decade, Roman, Egyptian, BC, AD...</i>). ▪ Making <i>some</i> links between and across periods, such as the differences between clothes, food, buildings or transport. ▪ Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time. 		<p>Show their chronologically secure knowledge by:</p> <ul style="list-style-type: none"> ▪ Sequencing events and periods through the use of appropriate terms relating to the passing of time (<i>empire, civilisation, parliament, peasantry...</i>). ▪ Identifying where periods studied fit into a chronological framework by noting connections, trends and contrasts over time. ▪ Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day. ▪ In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts (<i>propaganda, bias, primary source, secondary source, reliability...</i>). <p>Analyse connections, trends and contrasts over time.</p>	





Progression in History

Events, People and Changes.	<p>Talk about the people around them and their role in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>	<ul style="list-style-type: none"> ▪ To tell the difference between past and present in their own and other people's lives by using and making simple comparisons to <i>parts</i> of stories, and features of events. ▪ Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied. <p>Use simple stories and other sources to show that they know and understand key features of events.</p>	<p>Be able to describe some of the main events, people and periods they have studied by:</p> <ul style="list-style-type: none"> ▪ Understanding <i>some</i> of the ways in which people's lives have shaped this nation. ▪ Describing how Britain has influenced and been influenced by the wider world. <p>Understanding some significant aspects of history – nature of ancient civilisations; expansion of empires; characteristic features of non-European societies; achievements and follies of mankind.</p>	<p>Show their knowledge and understanding of local, national and international history by:</p> <ul style="list-style-type: none"> ▪ Understanding significant aspects of history – nature of ancient civilisations; expansion and dissolution of empires; characteristic features of non-European societies; achievements and follies of mankind. ▪ Gaining historical perspective by placing their growing knowledge into different contexts...between cultural, economic, military, political religious and social history. ▪ Establishing a narrative showing connections and trends within and across periods of study. ▪ Begin to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes. <p>Presenting a clear narrative within and across periods that notes connections, contrasts and trends over time.</p>
Communication		<ul style="list-style-type: none"> ▪ Understand and use simple historical concepts such as now/then and same/different. ▪ To show what they know and understand about the past in different ways (<i>speaking, role-play, drawing and writing</i>). <p>Understand historical concepts and use them to make simple connections and draw contrasts.</p>	<ul style="list-style-type: none"> ▪ Construct informed responses that involve thoughtful selection and organisation of relevant historical information. ▪ When doing this they should use specialist terms like <i>settlement, invasion</i> and vocabulary linked to chronology. ▪ Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. 	<ul style="list-style-type: none"> ▪ Produce structured work that makes connections, draws contrasts, analyses trends, frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. <p>Produce detailed structured work to select and deploy information and make appropriate use of historical terminology and contrasting evidence.</p>
Enquiry, Interpretation	<ul style="list-style-type: none"> ▪ Understand the past through settings, characters and 	<ul style="list-style-type: none"> ▪ Use sources to answer <i>simple</i> questions about the past. 	<ul style="list-style-type: none"> ▪ Understand <i>some</i> of the methods of historical enquiry, and how evidence is used 	<ul style="list-style-type: none"> ▪ Understand the methods of historical enquiry, how evidence is used to make historical claims, and <i>begin</i> to discern how



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Progression in History

<p>and Using Sources.</p>	<p>events encountered in books read in class and storytelling.</p>	<ul style="list-style-type: none"> ▪ Ask and answer questions about the past through observing and handling a range of sources, such as objects, pictures, people talking about their past, buildings, written sources. ▪ Identify some of the <i>basic</i> ways the past can be represented. ▪ To begin to understand the reasons why people in the past acted as they did from a range of sources (<i>pictures, plays, films, written accounts, songs, museum displays, stories</i>). 	<p>to make detailed observations, finding answers to questions about the past.</p> <ul style="list-style-type: none"> ▪ Use <i>some</i> sources to start devising historically valid questions about change, cause, similarity and difference, and significance. ▪ Understand some of the methods of historical enquiry, how evidence is used to make historical claims. ▪ Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. ▪ Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event <i>may exist</i> (<i>artist's pictures, museum displays, written sources</i>). ▪ Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this. 	<p>and why contrasting arguments and interpretations of the past have been constructed.</p> <ul style="list-style-type: none"> ▪ Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. ▪ Begin to evaluate sources to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed, and establish evidence for particular enquiries. ▪ Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this. ▪ Begin to recognise why some events, people and changes might be judged as more historically significant than others.
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