


History Progression Document – Woodchurch CE Primary

2022-23

	Chronology	Range and Depth of Knowledge	Interpreting History	Enquiry	Organisation and Communications
<p>Foundation 2</p>	<p>Use everyday language related to time.</p> <p>Order and sequence familiar events.</p> <p>Describe main story settings, events and main characters.</p> <p>Talk about the past and present events in their own lives and in lives of family members.</p>	<p>Extend vocabulary by grouping and naming, exploring meaning and sounds of words.</p>	<p>Show interest in illustrations, print in books and listen to stories with increasing attention and recall.</p> <p>Know that information can be retrieved from books and computers.</p> <p>Begin to talk about people and things that are not present, for example Queen Elizabeth II, Neil Armstrong and Tim Peake.</p>	<p>Be curious about people and show interest in stories (answer how and why questions in response to stories or events.</p> <p>Explain our own understanding and ask appropriate questions.</p> <p>Know that information can be retrieved from books and computers.</p> <p>Record using marks they can interpret and explain.</p>	<p>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p> <p>Comment on images of familiar situations in the past.</p>
<p>Year 1</p>	<p>Recall changes within living memory.</p> <p>To know about lives of significant individuals who have contributed to national and international achievements and to be used to compare aspects of life in different periods</p> <p>Sequence events or objects in chronological order</p> <p>Recount changes in my own life over time and place</p>	<p>Use a range of sources to find out characteristic features of the past</p> <p>Begin to describe the similarities and differences in artefacts</p> <p>Recognise the difference between past and present in their own and others' lives</p> <p>They know and recount episodes from stories about the past</p>	<p>Begin to identify different ways to represent the past e.g. photos, stories, adults talking about the past (photos, BBC website)</p> <p>Use stories to encourage children to distinguish between fact and fiction</p> <p>To start to recognise 'why things happened' and 'what happened as a result'.</p> <p>Identify and begin to explain the difference between past</p>	<p>Sort pictures of then and now.</p> <p>Speaking and listening.</p> <p>Use a wide range of sources as possible.</p> <p>Speaking and listening about the topics</p>	<p>Communicate their knowledge through...</p> <p>Timelines using pictures and objects</p> <p>Drawing</p> <p>Writing (reports, labelling, simple recount)</p> <p>ICT—digital pictures</p> <p>Oracy – retelling and telling to select from their knowledge of history and</p>

	<p>significant events in chronological order. Describe events that happened in the past.</p> <p>Use words related to time such as old, new, past, now, before and after, a long time ago, in the future.</p> <p>Sequence artefacts closer together in time</p>	<p>Recall some facts about events that happened beyond living memory.</p>	<p>and present in own and other people's lives.</p>		<p>communicate it in a variety of ways</p>
Year 2	<p>Recall events beyond living memory that are significant nationally— Great Fire of London</p> <p>Recall significant historical places and people in our locality</p> <p>Sequence events from a short period of history</p> <p>Sequence photos from different periods of their lives</p> <p>Sequence artefacts closer together in time</p> <p>Use words and phrases such as yesterday, tomorrow, in the future, in the past, present.</p> <p>Use past and present when telling others about an event.</p>	<p>Find out about people and places and historical events in their own locality</p> <p>Find out about people and significant events in the past</p> <p>Drama—develop empathy and understanding</p> <p>Can children describe similarities and differences between different artefacts</p> <p>Lives of significant individuals and be able to compare these to someone nowadays</p> <p>Identify differences between ways of life at different times</p> <p>Recognise why people did things, why events happened and what happened as a result</p> <p>Write own date of birth</p>	<p>Able to identify different ways to represent the past</p> <p>Compare pictures or photographs of people or events in the past</p> <p>Discuss reliability of photos/ accounts/ stories</p> <p>Compare 2 versions of a past event (eg two diaries from Great Fire of London)</p> <p>Identify and talk about why people in past acted as they did, why events happened and what happened as a result.</p>	<p>Use a source—why, what, who, how, where to ask questions and find answers using simple observations</p> <p>Use of timelines to mark and order some events</p> <p>Discuss the effectiveness of sources</p> <p>Sequence a collection of artefacts</p> <p>Use primary and secondary sources to identify different ways in which the past is represented (e.g. pictures, internet, books, recordings)</p> <p>Look at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet).</p>	<p>Communicate their knowledge through:</p> <p>Discussion....</p> <p>Drawing pictures...</p> <p>Drama/role play..</p> <p>Making models.....</p> <p>Writing..</p> <p>Using ICT...</p> <p>Timelines</p> <p>to select from their knowledge of history and communicate it in a variety of ways</p>

<p>Year 3</p>	<p>A local history study - an aspect of history or a site dating from a period beyond 1066 that is significant in the locality Holy Cross Church</p> <p>To know the changes in Britain through the Stone Age and Iron Age</p> <p>The Roman Empire and its impact on Britain</p> <p>Place events on a timeline events through history (beyond the period being studied)</p> <p>Use dates and terms related to the study unit and passing of time - BC/AD and BCE/CE</p> <p>Sequence several events or artefacts from the Stone Age and Iron Age / Romans</p> <p>Use words and phrases including : century, decade ancient</p>	<p>Understand the differences in the everyday lives of people studied.</p> <p>Decide on own labels and diagrams to share information with others.</p> <p>Use printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>Describes how some of the past events/people affect life today.</p> <p>Use dates and terms correctly including subject specific words such as: settlement, invade and Emperor.</p> <p>Use evidence to reconstruct life in the time studied identifying links and effects and their relevance today.</p>	<p>Compare different accounts of events from range of sources</p> <p>Compare different artefacts from a range of sources</p> <p>Use different sources to research</p> <p>Look at different representations of the period – museum, cartoons etc</p> <p>Identify the reasons for and results of people’s actions.</p> <p>Ask and answer questions such as: ‘What was it like for a?’, ‘What happened in the past?’, ‘How long ago did happen?’.</p>	<p>Understand secondary and primary sources</p> <p>Select relevant information from given sources</p> <p>Observe small details from artefacts, pictures and create enquiry questions</p> <p>Begin to use the library, books and internet for research</p> <p>Use evidence to describe past and find out how these have changed: <i>Houses and settlements</i> <i>Clothes, way of life and actions of people</i> <i>Buildings and their uses</i> <i>People’s beliefs and attitudes</i> <i>Things of importance to people</i></p> <p>Suggest sources of evidence to use to help answer questions.</p>	<p>Communicate their knowledge through:</p> <p>Discussion/ presentations Drawing pictures... Drama/role play.. Writing.. Using ICT... Art</p>
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<p>Year 4</p>	<p>To know the achievements of Ancient Egyptian civilisation</p> <p>To know about Ancient Greece, the way of live, significant achievements and influence on the Western world</p> <p>Study a non—European society providing contrast with British History – The Mayan Civilisation (cAD 900)</p> <p>To place Ancient Egypt and Ancient Rome in time and in relation to other periods of time studied (Iron Age, Stone Age Victorians, Great Fire of London) and dates relevant to children’s knowledge</p> <p>To order major events of the Maya and be able to make comparisons with other periods studied</p> <p>Use words and phrases: century, decade, BC/BCE, AD/CE, before, during, era and period.</p>	<p>Use evidence to reconstruct life in time studied e.g. What was life like in Ancient Greece? What were Ancient Egyptian beliefs? What were the beliefs of the different Mayan gods?</p> <p>Identify key features and events of time studied</p> <p>Offer a reasonable explanation for some events</p>	<p>Evaluate the usefulness of different sources i.e books, electronic, artefacts</p>	<p>Use books and the internet for research and select relevant information</p> <p>Ask a variety of questions. Choose relevant information to picture one aspect of life in time past.</p> <p>Understand secondary and primary sources can tell us different things</p> <p>Use evidence to build up a picture of a past event</p> <p>Ask a variety of questions about the time period</p> <p>Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>Ask questions such as ‘what was it like for a during?’</p> <p>Suggest sources of evidence from a selection provided to use to help answer questions.</p>	<p>Communicate their knowledge through:</p> <p>Recalling, selecting and organising historical information.</p> <p>Oracy</p> <p>Writing</p> <p>Maths</p> <p>Computing</p> <p>Drama</p> <p>drawing skills.</p>
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<p>Year 5</p>	<p>To know about Britain's settlement by Anglo Saxons</p> <p>To know about the Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – Polar Explorers</p> <p>Place current study on time line in relation to other studies know and sequence key events of time studied</p> <p>Use relevant terms and periods labels</p> <p>Make comparisons between different times in history—how was life similar / different</p> <p>Describe events using words and phrases such as: century, decade, BC, AD, after, before, during, period.</p> <p>Identify changes within and across historical periods.</p>	<p>examine causes and results of great events and the impact on people— e.g. Alfred the Great and Danelaw</p> <p>compare life in early and late times studied (eg Paganism to Christianity)</p> <p>Give some causes and consequences of the main events, situations and changes in the periods studied.</p> <p>Give clear reasons for different accounts of history.</p> <p>Use dates and terms correctly.</p> <p>Examine causes and results of great events and the impact on people.</p> <p>Use appropriate terms, matching dates to people and events</p>	<p>Compare accounts of events from different sources. Fact or fiction / opinion</p> <p>Offer some reasons for different versions of events</p> <p>Realise there is often not a single answer to a historical question.</p>	<p>Identify primary and secondary sources and start to understand how they can be used to provide information</p> <p>Use evidence to build up a picture of life in time studied</p> <p>Select relevant sections of information from larger documents</p> <p>Confident use of books, e-learning, research</p> <p>Realise that there is often not a single answer to historical questions.</p> <p>Ask more complex questions about key concepts in history.</p>	<p>Communicate their knowledge through:</p> <p>Working independently and in groups showing initiative</p> <p>Written and oral evidence</p> <p>Choosing most appropriate way to present information to an audience</p>
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<p>Year 6</p>	<p>A study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066 - Transatlantic Slave Trade and Liverpool/ World War 2 and Migration</p> <p>Place current study on time line in relation to other studies</p> <p>Use relevant dates and terms Sequence up to 10 events on a time line</p>	<p>Use these key periods as reference points: BC, AD Romans, Anglo-Saxons, Victorians and Today.</p> <p>Describe main changes in a period in history using words such as: social, religious, political, technological and cultural.</p> <p>Make links between some features of past societies.</p> <p>Know and understand that some evidence is propaganda, opinion or misinformation and that affects the interpretation of history.</p> <p>Know the cause, significance and impact of events such as the Transatlantic Slave Trade and WW2</p>	<p>Examine primary sources</p> <p>Understand secondary and primary sources and gather own information from these</p> <p>Select relevant information</p> <p>Be aware that different evidence will lead to different conclusions</p> <p>Look at trends of migration through history</p> <p>Give own reasons why changes may have occurred, backed up with evidence.</p> <p>Describe how some changes affect life today.</p> <p>Make links between some features of past societies.</p> <p>Understand that the past has been represented in different ways.</p> <p>Suggest accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.</p>	<p>Creating questions about the sources they have seen</p> <p>Communicate knowledge in a range of ways</p> <p>Understand secondary and primary sources and which is most reliable</p> <p>Select relevant information</p> <p>Form own opinions about historical events from a range of sources.</p>	<p>Communicate their work through:</p> <p>Selecting and organising information to produce structured work, making appropriate use of dates and terms.</p> <p>Choosing the most appropriate way to present information to an audience</p>
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