

St Mary's Primary School, Oxted

History Progression

Progression in History						
	Year 1	Year 2	Year 3	Year4	Year5	Year 6
Chronological Understanding:	Place known events and objects in chronological order Sequence events and recount changes within living memory (chronological understanding) Use common words and phrases relating to the passing of time	Show an awareness of the past, using common words and phrases relating to the passing of time Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods I can describe where people and events fit within a timeline and identify similarities and differences between ways of life in different periods	Use an increasing range of common words and phrases relating to the passing of time Describe memories of key events in his/her life using historical vocabulary	Place some historical periods in a chronological framework Use historic terms related to the period of study	Use dates to order and place events on a timeline	<i>Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies</i>
Historical enquiry:	Describe some simple similarities and differences between artefacts	Show understanding of some of the ways in which we find out about the past and identify different ways	Bridge between year 2 and year 4	Use sources of information in ways that go beyond simple observations	Compare sources of information available for the study of different times in the past	Understand how our knowledge of the past is constructed from a range of sources

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	I can describe some simple similarities and differences between man-made objects Sort artefacts from 'then' and 'now' Find answers to some simple questions about the past from simple sources of information Ask and answer relevant basic questions about the past	in which it is represented Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events		to answer questions about the past Use a variety of resources to find out about aspects of life in the past (historical enquiry)		Make confident use of a variety of sources for independent research Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance Construct informed responses that involve thoughtful selection and organisation of relevant historical information
Historical interpretations:	Relate his/her own account of an event and understand that others may give a different version	Describe changes within living memory and aspects of change in national life Describe events beyond living memory that are	Bridge between year 2 and year 4	Understand that sources can contradict each other	Make comparisons between aspects of periods of history and the present day Understand that the type of information	Build on year 5 Bridge to year 7

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		significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries Describe significant historical events, people and places in his/her own locality			available depends on the period of time studied Evaluate the usefulness of a variety of sources	
Organisation and Communication	Talk, draw or write about aspects of the past	Use a wide vocabulary of everyday historical terms Speak about how he/she has found out about the past Record what he/she has learned by drawing and writing	Bridge between year 2 and year 4	Communicate his/her learning in an organised and structured way, using appropriate terminology	Present findings and communicate knowledge and understanding in different ways Provide an account of a historical event based on more than one source	Build on year 5 Bridge to year 7
Understanding of event, people and changes:			Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies Note connections, contrasts and trends over time and show developing appropriate use of historical terms			

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			I can note connections, contrasts and trends over time and show some use of historical terms			
Understanding of event, people and changes:	I can understand key features of events Identify some similarities and differences between ways of life in different periods	Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell	Describe changes in Britain from the Stone Age to the Iron Age Describe the Roman Empire and its impact on Britain	Describe Britain's settlement by Anglo-Saxons and Scots Describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Describe 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 Give some reasons for some important historical events	Describe a local history study Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066 Describe a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300 ancient Islam Describe a study of Ancient Greek life and achievements



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						and their influence on the western world
						Use evidence to support arguments