

Christ Church Primary School, Progression in History

Year Group	Historical Knowledge	Chronology	Historical Enquiry	Oracy
1	<p>Looking at similarities and differences in artefacts</p> <p>Using sources to find out some characteristics of the past</p>	<p>Sequencing events and objects (from Wilson loan boxes) in chronological order</p> <p>Sequencing photos from different points in own life</p>	<p>I can begin to identify different ways to represent the past (e.g photos, stories, adults talking about the past)</p>	<p>Communicating understanding through:</p> <ul style="list-style-type: none"> • Looking at and discussing a timeline. • Drawing • Drama • Role Play • Hot Seating
2	<p>Finding out about people and events in the past.</p> <p>Describing similarities and differences in artefacts</p>	<p>Sequencing events</p> <p>Sequencing photos from different periods of time</p>	<p>I can sequence a collection of artefacts</p> <p>I can use timelines</p> <p>I can discuss the effectiveness of a source</p>	<p>Drama – developing empathy (link to PSHE Jigsaw Curriculum)</p> <ul style="list-style-type: none"> • Hot seating • Speaking • Asking questions
3	<p>Identify reasons and results of peoples' actions in History</p> <p>Show an understanding of why people may have had to do something</p>	<p>Use dates related to the passing of time</p> <p>Sequence events or artefacts</p> <p>Use dates related to the passing of time</p>	<p>I can use a range of sources to find out about a time period</p> <p>I can observe small details artefacts/pictures</p> <p>I can select and record information relevant to the study</p> <p>I can begin to use books and iPads for research</p>	<ul style="list-style-type: none"> • Asking questions from source material • Sharing questions with others in class verbally • Hot seating – putting self into role of a person in history (e.g. through Roman topic).
4	<p>Use evidence to reconstruct life in the time studied</p> <p>Identify key features and events</p> <p>Looking for links and effects in time</p> <p>Offer explanations for some events</p>	<p>Place events that have been studied onto a timeline.</p> <p>Use terms related to the time period and begin to date events</p> <p>Understand more complex terms e.g BCE/AD</p>	<p>I can use evidence to build up a picture of a past event</p> <p>I can choose relevant material to present a picture of one aspect of life in time past</p> <p>I can ask a variety of questions</p>	<ul style="list-style-type: none"> • Explaining key events in History that have been studied, verbally, through writing, and then sharing work verbally with partners and class members • Hot seating • Posing questions verbally for school visits

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5	<p>Examine causes and results of great events and the impact on people</p> <p>Compare life in early and late times studied</p> <p>Compare an aspect of life with the same aspect in another period</p>	<p>Place current studies on a timeline in relation to other studies</p> <p>Know and sequence key events of time studied</p> <p>Use relevant terms and periods labels</p> <p>Relate current studies to previous studies</p> <p>Make comparisons between different times in history</p>	<p>I can begin to identify primary and secondary sources</p> <p>I can use evidence to build up a picture of life in time studied</p> <p>I can select relevant sections of information</p> <p>I am confident in the use of book and iPad learning for research</p>	<p>Use appropriate terms, matching dates to people and events</p> <p>Record and communicate knowledge in different forms</p>
6	<p>Compare beliefs and behaviour with another period</p> <p>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</p> <p>Know key dates, characters and events of a time studied</p> <p>Compare and contrast ancient civilisations</p>	<p>Place a current study on timeline in relation to other studies</p> <p>Use relevant dates and terms</p> <p>Sequence up to ten events on a time line</p>	<p>I can recognise primary and secondary sources</p> <p>I can use a range of sources to find out about an aspect of time past.</p> <p>Suggest omissions and the means of finding out</p>	<p>Use a variety of ways to communicate knowledge and understanding verbally and including extended writing</p>