



Water Street Primary School

Progression in History



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	<p>Place known events and objects in chronological order.</p> <p>Sequence events and recount changes within living history.</p> <p>Use common words and phrases relating to the passing of time.</p> <p><u>Vocabulary</u> Yesterday Then Next After Before Living memory</p>	<p>Describe where the people and events studies within a chronological framework and identify similarities between ways of life in different periods.</p> <p>Show awareness of the past, using common words and phrases relating to the passing of time</p> <p><u>Vocabulary</u> A week ago Last month Past Present Living memory and (Beyond living memory) Recent memory Further in the past (Century) If their understanding of place value is sufficient.</p>	<p>Place some historical periods in a chronological framework.</p> <p>Stone Age – Iron Age Romans</p> <p>Use an increasing range of common words and phrases relating to the passing of time.</p> <p><u>Vocabulary</u> Interval, duration, sequence, BC/BCE, AD/CE</p>	<p>Place some historical periods in a chronological framework.</p> <p>Anglo-Saxons and Scots Vikings Early Islamic Civilisation</p> <p>Use historic terms related to the period of study.</p> <p><u>Vocabulary</u> Interval, duration, sequence, BC/BCE, AD/CE</p>	<p>Use dates to order and place events on a timeline.</p> <p>Have a secure chronological knowledge and understanding of British, local and world history, establishing clear narratives with and across the period studied.</p> <p><u>Industrial Revolution /Skipton Victorians Ancient Civilisations (compare and contrast) Ancient Egypt (depth)</u></p> <p><u>Vocabulary</u> Interval, duration, sequence, BC/BCE, AD/CE Concurrence Meanwhile</p>	<p>Have a secure chronological knowledge and understanding of British, local and world history, establishing clear narratives with and across the period studied.</p> <p>Note connections, contrasts and trends over time and use the appropriate historical terms.</p> <p><u>Vocabulary</u> Interval, duration, sequence, BC/BCE, AD/CE Concurrence Meanwhile</p>

<p style="text-align: center; font-size: 24px; font-weight: bold;">Historical Enquiry</p>	<p>Find answers to simple questions about the past from simple sources of information.</p> <p>Describe some simple similarities and differences between artefacts.</p> <p>Sort artefacts between 'then' and 'now'.</p>	<p>Ask and answer questions, choosing and using parts of the stories and other sources to show that he/she knows and understands key features of events.</p> <p>Show some understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.</p>	<p>Generate and address simple questions about change.</p> <p>Use sources of information to make simple observations to answer questions about the past.</p>	<p>Generate and address simple questions about change and about similarities and differences.</p> <p>Use sources of information in ways that go beyond simple observations to answer questions about the past</p>	<p>Address historically valid questions about change, cause and similarity and difference and significance.</p> <p>Compare sources of information available for the study of different times in the past.</p>	<p>Address and sometimes devise historically valid questions about change, cause, similarity and difference and significance.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Make confident use of a variety of sources for independent research.</p>
<p style="text-align: center; font-size: 24px; font-weight: bold;">Historical Interpretation</p>	<p>Relate his / her own account of an event and understand that others may give a different version.</p>	<p>Describe changes within living memory and aspects of change in national life</p> <p>Describe events beyond living memory that are significant nationally or globally</p> <p>Study the lives of significant individuals who contributed to national and international achievements.</p>	<p>Name two different types of sources of historical information to find out about the past e.g. photographs, landmarks, cave drawings, information books.</p>	<p>Understand that sources can contradict each other.</p>	<p>Evaluate the usefulness of a variety of sources.</p> <p>Make comparisons between aspects of periods of history and the present day.</p> <p>Make comparisons between aspects of periods of history and the present day.</p>	<p>Understand how our knowledge of the past is constructed from a range of sources.</p>

<p>Organisation / Communication</p>	<p>Talk, draw or write about aspects of the past</p>	<p>Use a wide variety of everyday historical terms</p> <p>Speak about how he/she has found out about the past.</p> <p>Record what she has learned by drawing and writing.</p>	<p>Communicate his / her learning through discussions, factual writing and labelled drawings.</p>	<p>Communicate his or her learning in an organised and structured way.</p>	<p>Present findings and communicate knowledge and understanding in different ways.</p>	<p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Use evidence to support arguments.</p>
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Knowledge	<p>Understand key features of events</p> <p>Identify similarities and differences between ways of life in different periods – life in school 100 years ago and life in school now.</p> <p>Toys</p>	<p>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.</p> <p>Florence Nightingale and Nellie Spindler</p> <p>Great Fire of London What happened on the night of 2 September 1666?</p> <p>Skipton Castle</p>	<p>Describe changes in Britain from the Stone Age to the Iron Age.</p> <p>What was new about the New Stone Age?</p> <p>Describe the Roman Empire and its impact on Britain.</p> <p>1. When did the Romans invade and why? 2. Did the native Britons welcome or resist them, and why? 3. How did they influence the culture of the people already here?</p>	<p>Describe Britain's settlements by the Anglo Saxons and Scots.</p> <p>Enquiry: Did the settlement by the Anglo-Saxons make England a better or worse place to live?</p> <p>Describe the Viking and Anglo Saxon Struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>Understand and describe a non-European society that provides contrasts with British history – Early Islamic civilisation.</p> <p>How different was Baghdad to London around 900AD? What was in the House of Wisdom? Who was Ibn Battuta and how did his Rihla help us? Who was Al-Zahrawi and what could we learn from Muslim medicine? What did early Islamic Civilisation leave behind?</p>	<p>Describe how the Industrial Revolution impacted on Skipton and what evidence we can still see today.</p> <p>What changed?</p> <p>Describe the monarchs and the change of rule after the magna Carta was signed by King John.</p> <p>Who Rules? Ancient Civilisations – an overview of four civilisations.</p> <p>So was everyone an Ancient Egyptian? What else was happening in the world at the time of the Ancient Egyptians? What would the ancient civilisations need to have in order to function as a city?</p> <p>A depth study of Ancient Egypt.</p>	<p>Understand Ancient Greek life: achievements and their influence on the western world, legacies/ philosophers/city state comparisons</p> <p>Athens was a more successful city state than Sparta- Do you agree?</p> <p>Local History Study - WWI emphasis—using primary sources— local impact-Skipton soldier research.</p> <p>A— Local History (Scar house reservoir— fieldwork study at the site/using range of sources)</p>