



Hodnet Primary School -History Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	<p>Sequence events in their life.</p> <p>Sequence 3 artefacts from distinctly different periods of time.</p> <p>Match objects to people of different ages</p> <p>Uses words and phrases: old, new, young, days, months</p> <p>Remembers parts of stories and memories about the past</p>	<p>Sequence photos etc from different periods of their life. Describe memories of key events in lives.</p> <p>Sequence artefacts closer together in time- check with a reference book.</p> <p>Uses words and phrases such as recently, before, after, now, later.</p> <p>Uses past and present when telling others about an event.</p>	<p>Place the time studied on a time line.</p> <p>Sequence several events or artefacts. Use dates and terms related to the study unit and passing of time.</p> <p>Knows timeline can be divided into BC/BCE and AD/CE.</p> <p>Uses words and phrases: century, decade.</p>	<p>Names and places dates of significant events from past on a timeline.</p> <p>Use terms related to the period studied and begins to date events.</p> <p>Divides recent history into present, using 21st century, and the past using 19th and 20th centuries.</p> <p>Understands more complex terms e.g. BC/BCE and AD/CE</p> <p>Uses words and phrases: century, decade, BC/BCE, AD/CE, after, before, during.</p>	<p>Place current study on time line in relation to other studies/ sequence historical periods.</p> <p>Use relevant dates and period labels.</p> <p>Relate current studies to previous studies.</p> <p>Make comparisons between different times in history.</p> <p>Identify changes within and across historical periods.</p> <p>Use timelines to place and sequence local, national and international events.</p> <p>Uses words: era, period</p>	<p>Sequence up to ten events on a time line. Names date of any significant event studied from past and place it correctly on a timeline.</p> <p>Uses timelines to place events, periods and cultural movements from around the world.</p> <p>Uses timelines to demonstrate changes and developments in culture, technology, religion and society.</p> <p>Describes main changes in a period in history using words such as: social, religious, political, technological and cultural.</p>

<p>Range and Depth of Historical Knowledge</p>	<p>Tell the difference between past and present in own and other people's lives.</p> <p>Begin to describe similarities and differences in artefacts</p> <p>use a range of sources to find out characteristic features of the past</p>	<p>Find out about people and events in other times. Use information/artefacts to describe differences between then and now.</p> <p>Recount main events from a significant event in history.</p> <p>Recognise why people in past acted as they did, why events happened and what happened as a result.</p>	<p>Find out about everyday lives of people in time studied. Compare with our life today. (*eg. Houses and settlements, Culture and Leisure activities, Food, Clothes, Buildings and their uses, People's beliefs and attitudes, Differences between lives of rich and poor) Use evidence to find out how any of these may have changed during a time period.</p> <p>Identify reasons for and results of people's actions.</p> <p>Begins to develop an understanding of an early civilisation</p>	<p>Shows knowledge and understanding by describing features of past societies and periods.</p> <p>Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past.</p> <p>Gives reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period.</p> <p>Describes how some of the past events/people affect life today.</p> <p>Develop a broad understanding of an early civilisation.</p>	<p>Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world.</p> <p>Gives some causes and consequences of the main events, situations and changes in the periods studied.</p> <p>Identifies changes and links within and across the time periods studied.</p> <p>Compare an aspect of life with the same aspect in another period.</p> <p>Study an ancient civilization in detail</p>	<p>Chooses reliable sources of factual evidence to analyse aspects of people's lives in the time studied.*</p> <p>Identify how any of above may have changed during a time period giving own reasons backed up with evidence.</p> <p>Describe clearly how some changes affect life today.</p> <p>Consider another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.</p> <p>Compare beliefs and behaviour with another period studied. Recognise that not everyone shares the same views and feelings.</p> <p>Compare and contrast ancient civilisations</p>
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<p>Interpretations of History</p>	<p>Begins to identify and recount some details from the past using sources (eg. pictures, stories) Encourage distinction between fact and fiction.</p> <p>Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past)</p>	<p>Look at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet). Discuss reliability. Understands why some people in the past did things.</p> <p>Compare pictures or photographs of people or events in the past able to identify different ways to represent the past</p>	<p>Looks at two versions of same event, identify and give reasons for different ways in which the past is represented.</p> <p>Distinguish between different sources and evaluate their usefulness.</p> <p>Look at representations of the period – museum, cartoons etc</p>	<p>Gives reasons why there may be different accounts of history.</p> <p>Look at the evidence available begin to evaluate the usefulness of different sources.</p> <p>Use text books and historical knowledge.</p>	<p>Look at different versions of the same event and identify differences in the accounts. Give clear reasons why there may be different accounts of history. Fact or fiction and opinion.</p> <p>Knows that people (now and in past) can represent events or ideas in ways that persuade others</p>	<p>Understands that the past has been represented in different ways. Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.</p> <p>Knows and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history. Confident use of the library etc. for research</p>
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<p>Historical enquiry</p>	<p>Ask and find answers to simple questions about the past from sources of information (eg. pictures, stories, artefacts)</p> <p>Sort artefacts “then” and “now” use as wide a range of sources as possible.</p>	<p>Looks carefully at pictures or objects to find information about the past.</p> <p>Using a source – ask why, what, who, how, where questions and find answers.</p> <p>Sequence a collection of artefacts.</p> <p>Discuss the effectiveness of sources.</p>	<p>Use printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>Make more detailed observations about artefacts and pictures. Select and record information relevant to the study,</p> <p>Ask and answer questions. Start to choose sources of evidence to help answer questions.</p>	<p>Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>Ask a greater variety of questions. Suggest effectiveness of sources of evidence from a selection provided and use to help answer questions.</p> <p>Choose relevant material to present a picture of one aspect of life in time past</p> <p>Begin to observe the difference between primary and secondary sources of evidence.</p>	<p>Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to select relevant sections of information.</p> <p>Asks a range of appropriate questions about the past. Chooses reliable sources of evidence to answer questions. Realises that there is often not a single answer to historical questions.</p> <p>Use evidence to build up a picture of life in time studied</p> <p>Begin to identify primary and secondary sources.</p>	<p>Identifies and uses different sources of information and artefacts. Evaluates the usefulness and accurateness. Bring knowledge gathering from several sources together in a fluent account.</p> <p>Selects the most appropriate source of evidence for particular tasks.</p> <p>Forms own opinions about historical events from a range of sources.</p> <p>Use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out.</p> <p>Recognise primary and secondary sources</p>
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Organisation and Communication	<p>Shows knowledge about the past in different ways. eg. discussion, role play/ drama, drawing pictures, making models, using ICT Writing- reports, labelling, simple recount Timelines- 3D with objects/ sequential pictures</p>	<p>Describes objects, people and events. Writes own date of birth. Writes simple stories and recounts about the past. Draws labelled diagrams and writes about them to tell others about people, events and objects from the past. Annotate photographs/use ICT Communicate their knowledge practically as a class display/museum.</p>	<p>Communicate knowledge and developing understanding about past using discussion, drama, writing, annotation, ICT and drawing skills. Uses dates and terms with increasing accuracy. Discuss different ways of presenting information for different purposes.</p>	<p>Communicate knowledge and understanding about past using discussion, drama, writing, annotation, ICT and drawing skills. Begin to recall, select and organise historical information. Uses dates and terms more correctly. Discuss most appropriate way to present information, realising that it is for an audience. (work independently and in a group)</p>	<p>Presents structured and organised findings about the past using discussion, drama, writing, annotation, ICT and drawing skills. Recall, select and organise historical information. Uses dates and terms accurately, matching dates to people and events. Chooses most appropriate way to present information to an audience- independently and in groups, showing initiative.</p>	<p>Presents information in an organised and clearly structured way. Makes use of different ways to communicate knowledge and understanding including extended writing. Presents information in the most appropriate way (eg written explanation/tables and charts/labelled diagram). Makes accurate use of specific dates and terms. Can plan and carry out individual investigations.</p>
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