

Curriculum Progression in History

	KS1	LKS2	UKS2
Chronology	<p>Sequence events or objects in chronological order.</p> <p>Sequence events, photos etc from different periods in their life.</p> <p>Describe memories of key events in their life.</p>	<p>Place the time being studied on a timeline.</p> <p>Sequence events or artefacts.</p> <p>Use dates and vocabulary related to the passing of time.</p> <p>Use terms related to the period and begin to date events understand more complex terms e.g. BCE/AD.</p>	<p>Identify where periods I have studied fir within a chronological framework.</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>Know key dates, characters and events of time studied.</p>
Range & depth of historical knowledge	<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 using collections of artefacts - confidently describe similarities and differences.</p> <p>Describe historical events and people.</p>	<p>Find out about everyday lives of people (in the time being studied) and compare with our life today.</p> <p>Identify key features and events (and look for links and effects) in time studied.</p> <p>Understand people's motivations considering the context.</p> <p>Offer a reasonable explanation for some events.</p> <p>Study change through the lives of significant individuals (e.g. Queen Elizabeth I and Queen Elizabeth II).</p> <p>Develop a broad understanding of ancient civilisations.</p>	<p>Study different aspects of life of different people - e.g. differences between men and women.</p> <p>Examine causes and results of great events and the impact on people.</p> <p>Compare an aspect of life with the same aspect in another period.</p> <p>Find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. Compare beliefs and behaviour with another period studied.</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 time studied.</p>
Interpretations of history	<p>Begin to identify different ways to represent the past (e.g. Photos, timelines, stories, adults talking about the past, BBC website).</p> <p>Compare pictures or photographs of people or events in the past.</p> <p>Understand the people's views and memories may not always be accurate.</p>	<p>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>Effective use of textbooks to synthesise historical knowledge and perspectives.</p>	<p>Compare accounts of events from different sources.</p> <p>Explain the difference between fact and fiction.</p> <p>Consider ways of checking the accuracy of interpretations.</p> <p>Offer some reasons for different versions of events.</p> <p>Identify reasons why some evidence may be deliberately untruthful (propaganda).</p> <p>Be aware that different evidence will lead to different conclusions.</p> <p>Link sources and work out how conclusions were arrived at.</p>

<p>Historical enquiry</p>	<p>Sort artefacts "then" and "now". Use as wide a range of sources as possible. Ask and answer questions to understand key features of events. Sequence a collection of artefacts. Create & interpret timelines. Create timelines.</p>	<p>Use a range of sources to build up a picture of a past event. Observe small details in artefacts & pictures. Select and record information relevant to the study. Begin to use the library & e-learning for research. Choose relevant material to present a picture of one aspect of life in the time studied. Generate questions for investigation.</p>	<p>Recognise primary and secondary sources. Use a range of sources to find out about an aspect of time past. Identify omissions and the means of finding out the information needed. Find information from a variety of sources and put them in a fluent account. Suggest historical questions to investigate and independently research these.</p>
<p>Organisation & communication</p>	<p>Time lines (3D with objects/ sequential pictures). Communicate findings through drawing, drama/role play, annotated photographs, ICT and writing (reports, labelling simple recounts). Create a class display/ museum exhibits.</p>	<p>Communicate knowledge and understanding in a variety of ways - discussions, pictures, writing, annotations, drama and models. Display findings in a variety of ways, working independently and in groups.</p>	<p>Use appropriate terms, matching dates to people and events. Select an aspect of study to make a display. Use a variety of ways to communicate knowledge and understanding including extended writing. Plan and carry out individual and group investigations. Write an explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanations.</p>
<p>Topics</p>	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p> <p>Significant historical events, people and places in their own locality</p>	<p>Changes in Britain from the Stone Age to the Iron Age The Roman Empire and its impact on Britain Britain's settlement by Anglo-Saxons and Scots The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor A local history study</p> <p>A study of an aspect or theme in British history that extends pupils' chronological Knowledge beyond 1066</p> <p>The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and an in-depth study of one of the following:</p> <p>Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China; Ancient Greece - a study of Greek life and achievements and their influence on the western world</p> <p>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.</p>	