

KS1 History Progression

<p><b>Areas of study</b> Significant historical events, people and places in their own locality – what is the oldest building in the Wychwoods. The lives of significant individuals in the past – can one person change the world? Who lived in castles? What does it take to be an explorer? Changes within living memory – has transport changed for the better? Events beyond living memory -would you be a firefighter in 1666?</p>	<p><b>Chronological understanding</b> Understand and use the words past and present. Sequence events or objects in chronological order. Use a timeline to place important events. Match objects to people of different ages. Sequence photographs from a period of time being studied. Describe memories of key events in their lives.</p>	<p><b>Knowledge and understanding</b> Recognise similarities and differences between the past and present in their own and others’ lives. Recount the main events from a significant event in history. Recognise why people did things, why events happened and what happened as a result. Identify differences between ways of life at different times.</p>
<p><b>Historical interpretation</b> Identify different ways to represent the past – photos, stories, accounts) Use stories to distinguish between fact and fiction. Compare adults talking about the past and discuss reliability of their memories. Compare two versions of a past event. Compare pictures/photographs of the same event. Begin to discuss the reliability of accounts.</p>	<p><b>Historical Enquiry</b> Find answers to questions about the past from sources. Use who, why, what, how and where questions to find these answers. Use a source to answer questions about the past and make observations.</p>	<p><b>Organisation and communication</b> I can communicate my understanding though the use of a timeline, drawing, talking, creating and writing. Tell stories about the past and describe what happened.</p>

<p><b>Substantive concepts</b> Monarchy    Invasion Law            Trade Settlement</p>	<p><b>Disciplinary concepts</b> Change and continuity Historical significance Sources and evidence Similarities and difference</p>
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LKS2 History Progression

<p><b>Areas of study</b> Changes in Britain from Stone Age to Iron Age – who first lived in Britain? A study in British history that extends knowledge beyond 1066 – what was it like for children in WW2? What can Sulgrave Manor teach us about the Tudors? Achievements of earliest civilisations – How ahead of their time were the Egyptians? Non-European society – Who were the Mayans and what have we learnt from them? Local History Study – what can we learn about Roman life from the clues they left behind?</p>	<p><b>Chronological understanding</b> Place the time studied on a timeline in relation to other periods that have been studied. Use terms related to the period being studied and begin to date events. Understand the terms BC/AD. Sequence several events on a timeline.</p>	<p><b>Knowledge and understanding</b> Understand the daily lives of people in period being studied. Identify key features and events of time being studied. Describe main changes across this period. Identify reasons for and results of people’s actions. Compare with life today and identify similarities and differences. Explain how events from the past have shaped our lives.</p>
<p><b>Historical interpretation</b> Identify and give reasons for different ways in which the past is represented. Distinguish between different sources – compare versions of the same story. Evaluate reliability and usefulness of different sources. Understand there are a range of representations from one period e.g artefacts, accounts etc.</p>	<p><b>Historical Enquiry</b> Use a range of sources to find out about a period. Use sources to ask questions and make observations. Use sources to answer questions about the past. Select and record information relevant to question being asked. Suggest suitable sources of evidence for an enquiry.</p>	<p><b>Organisation and communication</b> I can communicate my understanding through a wider variety of ways including discussions, pictures, writing and annotations.</p>

<p><b>Substantive concepts</b> Monarchy    Law Settlement    Invasion Trade        Religion</p>	<p><b>Disciplinary concepts</b> Change and continuity Historical significance Sources and evidence Similarities and difference</p>
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UKS2 History Progression

<p><b>Areas of study</b> Viking and Anglo-Saxon struggle for Kingdom on England – how was the Kingdom of England created? Ancient Greece – how have the Greeks influenced our lives? Local study – how have the Wychwoods changed and developed? A study in British history that extends knowledge beyond 1066 – how was Britain rebuilt after WW2? Non-European society – How did the Islamic civilisation influence our lives? Britain’s settlement by Anglo-Saxons and Scots – who were the Anglo Saxons and where did the come from?</p>	<p><b>Chronological understanding</b> Know and sequence events of time being studied. Use relevant terms and dates. Make comparisons between different times in the past. Place current study on timeline in relation to other previous studies.</p>	<p><b>Knowledge and understanding</b> Examine causes and results of events and the impact on people. Look at different between men and women. Compare an aspect of life with another the same aspect in another period. Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</p>
<p><b>Historical interpretation</b> Compare accounts of events from different sources. Offer reasons for different versions of same events. Link sources and work out how conclusions were arrived at. Understand that different evidence may lead to different conclusions. Consider ways to check of accuracy of interpretations. Understand that some evidence from the past is propaganda, opinion or misinformation.</p>	<p><b>Historical Enquiry</b> Identify primary and secondary sources. Select relevant sections of information for question being studied. Discuss reliability of source being used and understand there is often not a single answer to historical questions. Use a range of sources to find out about an aspect of the past. Suggest omissions and the means of finding out. Bring knowledge gathered from several sources in a fluent account. Devise own questions about the period being studied.</p>	<p><b>Organisation and communication</b> I can use a variety of ways to communicate knowledge and understanding through a wide variety of ways including extended writing and carrying out my own research and decided on how best to organise what I have learnt.</p>

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