

HELMDON PRIMARY SCHOOL – Progression in History

KS1 Units

Y1-1 Toys **Y2-1** Gunpowder Plot
Y1-2 Gt Fire of London **Y2-2** Nurturing Nurses
Y1-3 Kings & Queens **Y2-3** Helmdon Landmarks

KS2 Units

A1 Stone Age to Iron Age **B1** Anglo Saxons **C1** Ancient Greece **D1** Leisure & Entertainment **E1** World War II
A2 Romans in Britain **B2** The Railways **C2** Vikings **D2** Mayans **E2** Rich & Poor Tudors
A3 Ancient Egyptians **B3** Local Railway Heritage **C3** Kingdom of Benin **E3** Crime & Punishment

National Curriculum statements shown in grey

	KS1	LKS2	UKS2																																																																				
Historical Interpretations	<p><i>Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</i></p> <p>Children can:</p> <ul style="list-style-type: none"> start to compare two versions of a past event; <table border="1" style="margin-left: 20px;"> <tr> <td>Y1-1</td><td>Y1-2</td><td>Y1-3</td><td>Y2-1</td><td>Y2-2</td><td>Y2-3</td> </tr> </table> observe and use pictures, photographs and artefacts to find out about the past; <table border="1" style="margin-left: 20px;"> <tr> <td>Y1-1</td><td>Y1-2</td><td>Y1-3</td><td>Y2-1</td><td>Y2-2</td><td>Y2-3</td> </tr> </table> explain that there are different types of evidence and sources that can be used to help represent the past. <table border="1" style="margin-left: 20px;"> <tr> <td>Y1-1</td><td>Y1-2</td><td>Y1-3</td><td>Y2-1</td><td>Y2-2</td><td>Y2-3</td> </tr> </table> 	Y1-1	Y1-2	Y1-3	Y2-1	Y2-2	Y2-3	Y1-1	Y1-2	Y1-3	Y2-1	Y2-2	Y2-3	Y1-1	Y1-2	Y1-3	Y2-1	Y2-2	Y2-3	<p><i>Understand how our knowledge of the past is constructed from a range of sources.</i></p> <p>Children can:</p> <ul style="list-style-type: none"> examine a wide range of evidence about the past; <table border="1" style="margin-left: 20px;"> <tr> <td>A1</td><td>A2</td><td>A3</td><td>B1</td><td>B2</td><td>B3</td> </tr> </table> look at more than two versions of the same event or story in history and identify differences; <table border="1" style="margin-left: 20px;"> <tr> <td>A1</td><td>A2</td><td>A3</td><td>B1</td><td>B2</td><td>B3</td> </tr> </table> investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. <table border="1" style="margin-left: 20px;"> <tr> <td>A1</td><td>A2</td><td>A3</td><td>B1</td><td>B2</td><td>B3</td> </tr> </table> 	A1	A2	A3	B1	B2	B3	A1	A2	A3	B1	B2	B3	A1	A2	A3	B1	B2	B3	<p><i>Understand how our knowledge of the past is constructed from a range of sources.</i></p> <p>Children can:</p> <ul style="list-style-type: none"> find and analyse a wide range of evidence about the past; <table border="1" style="margin-left: 20px;"> <tr> <td>C1</td><td>C2</td><td>C3</td><td>D1</td><td>D2</td><td>E1</td><td>E2</td><td>E3</td> </tr> </table> use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; <table border="1" style="margin-left: 20px;"> <tr> <td>C1</td><td>C2</td><td>C3</td><td>D1</td><td>D2</td><td>E1</td><td>E2</td><td>E3</td> </tr> </table> start to understand the difference between primary and secondary evidence and the impact of this on reliability; <table border="1" style="margin-left: 20px;"> <tr> <td>C1</td><td>C2</td><td>C3</td><td>D1</td><td>D2</td><td>E1</td><td>E2</td><td>E3</td> </tr> </table> show an awareness of propaganda; know that in the past people may have represented events or ideas in a way that may be to persuade others <table border="1" style="margin-left: 20px;"> <tr> <td>C1</td><td>C2</td><td>C3</td><td>D1</td><td>D2</td><td>E1</td><td>E2</td><td>E3</td> </tr> </table> 	C1	C2	C3	D1	D2	E1	E2	E3	C1	C2	C3	D1	D2	E1	E2	E3	C1	C2	C3	D1	D2	E1	E2	E3	C1	C2	C3	D1	D2	E1	E2	E3
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Historical Investigations

Ask and answer questions, using other sources to show that they know and understand key features of events.

Children can:

- observe or handle evidence to ask simple questions about the past;

Y1-1	Y1-2	Y1-3	Y2-1	Y2-2	Y2-3
------	------	------	------	------	------

- observe or handle evidence to find answers to simple questions about the past on the basis of simple observations;

Y1-1	Y1-2	Y1-3	Y2-1	Y2-2	Y2-3
------	------	------	------	------	------

- choose and select evidence and say how it can be used to find out about the past.

Y1-1	Y1-2	Y1-3	Y2-1	Y2-2	Y2-3
------	------	------	------	------	------

Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

Construct informed responses that involve thoughtful selection and organisation of relevant historical information.

Children can:

- use a range of primary and secondary sources to find out about the past;

A1	A2	A3	B1	B2	B3
----	----	----	----	----	----

- construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information;

A1	A2	A3	B1	B2	B3
----	----	----	----	----	----

- gather more detail from sources such as maps to build up a clearer picture of the past;

A1	A2	A3	B1	B2	B3
----	----	----	----	----	----

- address and sometimes devise own questions to find answers about the past;

A1	A2	A3	B1	B2	B3
----	----	----	----	----	----

- begin to undertake their own research.

A1	A2	A3	B1	B2	B3
----	----	----	----	----	----

Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

Construct informed responses that involve thoughtful selection and organisation of relevant historical information.

Children can:

- recognise when they are using primary and secondary sources of information to investigate the past;

C1	C2	C3	D1	D2	E1	E2	E3
----	----	----	----	----	----	----	----

- use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites;

C1	C2	C3	D1	D2	E1	E2	E3
----	----	----	----	----	----	----	----

- select relevant sections of information to address historically valid questions and construct detailed, informed responses;

C1	C2	C3	D1	D2	E1	E2	E3
----	----	----	----	----	----	----	----

- investigate their own lines of enquiry by posing historically valid questions to answer.

C1	C2	C3	D1	D2	E1	E2	E3
----	----	----	----	----	----	----	----

Chronological Understanding

Develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework.

Children can:

- sequence artefacts and events that are close together in time;

Y1-1	Y1-2	Y1-3	Y2-1	Y2-2	Y2-3
------	------	------	------	------	------

- order dates from earliest to latest on simple timelines;

Y1-1	Y1-2	Y1-3	Y2-1	Y2-2	Y2-3
------	------	------	------	------	------

- sequence pictures from different periods;

Y1-1	Y1-2	Y1-3	Y2-1	Y2-2	Y2-3
------	------	------	------	------	------

- describe memories and changes that have happened in their own lives;

Y1-1	Y1-2	Y1-3	Y2-1	Y2-2	Y2-3
------	------	------	------	------	------

- use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, to show the passing of time,

Y1-1	Y1-2	Y1-3	Y2-1	Y2-2	Y2-3
------	------	------	------	------	------

Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

Children can:

- sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;

A1	A2	A3	B1	B2	B3
----	----	----	----	----	----

- understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).

A1	A2	A3	B1	B2	B3
----	----	----	----	----	----

Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

Children can:

- order significant events, movements and dates on a timeline using dates accurately;

C1	C2	C3	D1	D2	E1	E2	E3
----	----	----	----	----	----	----	----

- accurately use dates and terms to describe historical events;

C1	C2	C3	D1	D2	E1	E2	E3
----	----	----	----	----	----	----	----

- understand and describe the main changes to an aspect in a period in history;

C1	C2	C3	D1	D2	E1	E2	E3
----	----	----	----	----	----	----	----

- understand how some historical events/periods occurred concurrently in different locations, e.g Viking raids happened during Anglo Saxon reign.

C1	C2	C3	D1	D2	E1	E2	E3
----	----	----	----	----	----	----	----

Knowledge and Understanding of Events, People and Changes in the Past

Identify similarities and differences between ways of life in different periods.
Choose and use parts of stories and other sources to show that they understand key features of events.

Children can:

- recognise some similarities and differences between the past and the present;

Y1-1	Y1-2	Y1-3	Y2-1	Y2-2	Y2-3
------	------	------	------	------	------

- identify similarities and differences between ways of life in different periods and be able to talk about what everyday life was like (**society**);

Y1-1	Y1-2	Y1-3	Y2-1	Y2-2	Y2-3
------	------	------	------	------	------

- know and recount episodes from stories and significant events in history (**legacy**);

Y1-1	Y1-2	Y1-3	Y2-1	Y2-2	Y2-3
------	------	------	------	------	------

- understand that there are reasons why people in the past acted as they did;

Y1-1	Y1-2	Y1-3	Y2-1	Y2-2	Y2-3
------	------	------	------	------	------

- describe significant individuals from the past

Y1-1	Y1-2	Y1-3	Y2-1	Y2-2	Y2-3
------	------	------	------	------	------

Note connections, contrasts and trends over time.

Children can:

- note key changes over a period of time and be able to give reasons for those changes;

A1	A2	A3	B1	B2	B3
----	----	----	----	----	----

- find out about the everyday lives of people in time studied compared with our life today and understand this is learning about **society**;

A1	A2	A3	B1	B2	B3
----	----	----	----	----	----

- explain how people and events in the past have influenced life today and understand this is learning about **legacy**;

A1	A2	A3	B1	B2	B3
----	----	----	----	----	----

- identify key features, aspects and events of the time studied;

A1	A2	A3	B1	B2	B3
----	----	----	----	----	----

- describe connections and contrasts between aspects of history, people, events and artefacts studied.

A1	A2	A3	B1	B2	B3
----	----	----	----	----	----

Note connections, contrasts and trends over time.

Children can:

- identify and note connections, contrasts and trends over time in the everyday lives of people;

C1	C2	C3	D1	D2	E1	E2	E3
----	----	----	----	----	----	----	----

- use appropriate historical terms such as **legacy**, **society**, culture, religious, social, economic and political when describing the past;

C1	C2	C3	D1	D2	E1	E2	E3
----	----	----	----	----	----	----	----

- examine causes and results of great events and the impact these had on people and describe the **legacies** of people and periods studied;

C1	C2	C3	D1	D2	E1	E2	E3
----	----	----	----	----	----	----	----

- describe the key features of **societies** in the past, including attitudes, beliefs and the everyday lives of men, women and children.

C1	C2	C3	D1	D2	E1	E2	E3
----	----	----	----	----	----	----	----

Presenting, organising and Communicating

Use a wide vocabulary of everyday historical terms.

Children can:

- show an understanding of historical terms, such as monarch, parliament, government, war, remembrance;

Y1-1	Y1-2	Y1-3	Y2-1	Y2-2	Y2-3
------	------	------	------	------	------

- talk, write and draw about things from the past;

Y1-1	Y1-2	Y1-3	Y2-1	Y2-2	Y2-3
------	------	------	------	------	------

- use historical vocabulary to retell simple stories about the past;

Y1-1	Y1-2	Y1-3	Y2-1	Y2-2	Y2-3
------	------	------	------	------	------

- use drama/role play to communicate their knowledge about the past.

Y1-1	Y1-2	Y1-3	Y2-1	Y2-2	Y2-3
------	------	------	------	------	------

Develop the appropriate use of historical terms.

Children can:

- use and understand appropriate historical vocabulary to communicate information such as **society, legacy**, ruled, reigned, empire, invasion, conquer, kingdoms;

A1	A2	A3	B1	B2	B3
----	----	----	----	----	----

- present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides;

A1	A2	A3	B1	B2	B3
----	----	----	----	----	----

Develop the appropriate use of historical terms.

Children can:

- know and show a good understanding of historical vocabulary including abstract terms such as **society, legacy**, democracy, civilisation, social, political, economic, cultural, religious;

C1	C2	C3	D1	D2	E1	E2	E3
----	----	----	----	----	----	----	----

- present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports;

C1	C2	C3	D1	D2	E1	E2	E3
----	----	----	----	----	----	----	----