

Chorlton CE Primary School: Progression in History

Progression in...	Chronology	Characteristic Features	Cause and Consequence	Interpretations	Enquiry	Communication
EYFS	- Realises that images from nursery rhymes are not from nowadays by reference to some period detail, eg: clothes, objects no longer used. - Grasps that simple stories have a beginning, a middle and an end by correctly sequencing three episodes of a simple fiction story/rhyme.		Can explain why one character in a simple story took the action he or she did. This may be a nursery rhyme, but children should be able to offer a valid reason possibly using the word 'because'.	Can see that there are several versions of a nursery rhyme by comparing pictures, e.g. of Wee Willie Winkie, and spotting the differences between them.	Can find an answer to a question by looking at a simple picture, eg: of a nursery rhyme – which of these lights did Wee Willie Winkie carry?	
Y1	- Can describe differences between him or herself as a baby and as he or she is now. - Sequences images of themselves as baby, toddler and infant. - Can sort pictures and objects, matching them to babies, children and adults. - Understands and uses common words related to the passing of time: 'in the past', 'the olden days', 'not nowadays', 'a long time ago' (eg: fairy tales). - Uses simple timelines to sequence processes, events and objects within their own experience, e.g. stages of washday, something very old, old and new - More confident in use of terms 'old' and 'new'. - Uses terms 'then' and 'now' correctly and is comfortable with the term 'the past'. - Understands that the world was different in the olden days.	Here the main concept is then and now. - Children should spot significant differences between the period studied and now. - Can confidently identify old and new toys, and can match pictures of people they think would have played with the toys in the past using old photographs. - Can describe how features of life today, such as holidays, differ from those of Victorian times, referring to subject-specific detail, eg: in pictures, can describe and explain a mangle.	- Can explain why they took the action they did when discussing 'myself' - Can give a simple reason why a real person acted as they did in a historical situation, e.g. why did Neil Armstrong decide to go to the moon? - Can give a few reasons for more complex human actions, e.g. why someone might want to do something unusual or for the first time or where there is no modern equivalent e.g. moon landing - Many children will be able to give more than one reason if the context is simple enough, e.g. 'more people went to the seaside because they got holidays now and could travel on the train'.	- Know that a familiar event, like a birthday, can be represented in different ways, e.g. a photograph, a video and memories. - Children know that a video of a popular story may give a different version of events from the story they have just heard, simply by noting differences in how a character is shown. - Begin to understand that we have different views of familiar events, eg: first day at school. We cannot always remember what happened in the past. - Can see that there are different versions of real historical situations, eg: different written, spoken and pictorial versions of The moon landing - Can spot differences between versions, e.g. they see that pictures in books vary in how they depict details. For example: what Neil Armstrong's spacesuit looked like - Understands that grandparents' recollections of their childhood seaside holidays might vary	- Can say whether a picture is of a baby or a toddler and explain why. - Can point to familiar images in pictures of themselves and their own family. - Can describe the main features of an artefact. - Can explain how we know what we were like when we were younger, eg: photographs, video, parents or grandparents telling stories. - Can make deductions about artefacts, spotting clues to function and use and can talk about, for example: how toys from the past might have been used - Can consult and use information from two simple sources to find information, eg: 'how can we tell this teddy is old? Because it looks like the one in the book'. - Can find answers to questions about objects by looking in books. - Can draw simple conclusions about own lives and others around them by reference to clues in evidence, e.g: 'I know this is a picture of me when I was three because there are three candles on the cake'	- Can talk about pictures of themselves using appropriate vocabulary, eg: 'when I was a baby ...'. - Will write simple captions – some will write elementary sentences to describe, e.g. an old teddy. - Can label/annotate simple drawings of washday artefacts and items in a typical Victorian laundry, possibly using a key. - Can write four or five captions, possibly using connectives, to show the sequence of washday activities. - Can write simple sentences describing an event, e.g. The moon landing - Can write simple sentences containing period-specific detail about the seaside 100 years ago. - Label and annotate a Victorian seaside picture, showing awareness of significant features not seen today, e.g. dark heavy clothing, bathing machines. - Make increasing use of period specific vocabulary, e.g. bathing machine, pier.
Y2	- Can sequence within clock and to some extent in calendar time. E.g. when in the year Bonfire Night occurs. - Can sequence parts of more complex story where action takes place over a long period of time, eg: realises that Mary Seacole's life can be divided into phases – life in Jamaica, when she was at the Crimea, the period afterwards. - Realises that we use dates to describe events in time, eg: 1666 for the Great Fire of London. - Can use phrases such as 'over 300 years ago' in their writing because they know historians use dates and phrases to mark the passing of time - Can describe change over time using appropriate words and phrases to suggest the more distant past, e.g. in Victorian times. - The more able can describe relative lengths of time e.g. when Florence was at Crimea compared to after the war	The key concept of Year 2 is change. Whenever pupils study a theme, they should be comparing not just 'then' and 'now' but 'then' with another 'then', eg: Victorian seaside scene with 1930s or 1950s scene and then today so that they see the similarities and differences. - Can offer reasons why simple changes occur - Shows greater depth of period detail children in their answers, using precise terms. - Can see that not everyone in the past had the same experience, eg: Accommodation on board the Titanic provides a striking context.	- Can give simple consequences of somebody's actions, e.g. 'because of the sinking or the Titanic, it is much safer to travel on a ship now' etc - Can give clear explanation of an important event, offering two or three reasons why an event took place, eg: why the Great Fire spread so quickly or why the unsinkable Titanic sank. The more-able pupils will look at more indirect reasons e.g. weak fire fighting as well as wooden buildings, close houses, and be able to explain why the causes combined in such a way as to cause the Fire. - Understanding of consequence may lag a little behind that of cause but still expect them to give two main effects of the Great Fire - More-able pupils certainly should be able to give a few consequences of events/people's actions, e.g. giving a convincing explanation of 'why we remember Mary Seacole	- Realises that there may be more than one way of looking at a significant historical person, e.g. soldiers loved Florence Nightingale, whereas many of the nurses were critical of her. - Realises that not all sources of information answer the same 2 questions, e.g: by comparing what Pepys' diary tells us about people escaping from the fire with a contemporary painting. - Can see that not all written accounts in the library books give exactly the same reasons for something, e.g. why the Great Fire spread so quickly. - Understand that people can disagree about what happened in the past without one of them being wrong. This is an important idea. - Understands that it is not always possible to know for sure what happened. People have to use their imagination to reconstruct some events e.g. the sinking of the Titanic.	- Realises that we can find out about a person's life by using a range of sources, such as letters, as well as books. - Can ask simple, but relevant, questions of the teacher in the role of, for example, Mary Seacole or Thomas Fariner - Are able to gather ideas from a few simple sources when building up their understanding, e.g: of why the Great Fire spread so quickly. - Children spot the differences between sources and come to a conclusion as to the most common view. - Able pupils make deductions from photographs, going beyond the literal and what can be seen - Able pupils will realise that there are potential weaknesses in eyewitness accounts such as Pepys'.	- Can orally retell the main episodes of famous past events e.g. the Gunpowder Plot, in the correct sequence and write captions to accompany sequenced pictures - Retell a complicated story in a simple, structured way, using temporal markers e.g. after the war, when she was a young girl - Can explain why the Great Fire spread so quickly using phrases such as 'another reason was' and 'also' which connect the various ideas - More use of time conventions when writing in history, e.g. 'hundreds of years ago', 'in 1666', 'in Victorian times', 'when my Grandad was a boy'. - Make increasing use of subject-specific precise vocabulary, e.g. timber-framed buildings, thatch during the Great Fire.

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Y3	- Can confidently spot major anachronisms from most periods studied when compared with today; - Can use words which mark the passing of time e.g. moving from simple 'before and after' to use words such as during or while e.g. when describing the process of mummification - Can talk about three periods of time .e.g. archaeologists today have discovered Ancient Egyptian mummies in the Valley of the Kings close to where Howard Carter was in the 1920s; - Realises that Ancient means thousands of years ago	- Children understand some of the key characteristics of the period being studied and can spot anachronisms e.g. They wouldn't have had these things in those days, such as tractors in Ancient Egypt. - They are secure in understanding the main differences between today and the period being studied. - Children show an understanding of the main ideas associated with that society e.g. can explain why Egyptians mummified bodies.	- Sees that events have more than one cause and can explain slightly more complex events than in Key Stage 1 e.g. larger scale events or to do with actions of groups of people - Moving from two causes to realising that you need to give several causes to explain some events; Moves away from simply listing to trying to give a little detail about each cause	- Children can identify differences between versions of the same event e.g. the video gives a different view to what we have just read e.g. version of a Greek myth. - Children give a simple reason why we might have more than one version: e.g. No-one there recording the event; lost in translation.	- Children extract simple information from text/pictures/objects showing basic comprehension - Children make simple deductions about what text means based on what is included e.g. the teacher in the photograph of Victorian school is holding a cane, they must be strict.	- Can show understanding through oral answers and simple recording devices such as speech bubbles, annotations - Answers contain some simple period-specific references - Writes in simple and accurate, sequenced, sentences when narrating what happened in the past
Y4	- Can talk about the past in terms of periods e.g. Egyptian, Roman; - Can sequence events in simple narrative e.g. Boudicca's revolt; - Can accurately differentiate within a longer period e.g. Roman, Saxon and Vikings; - Can use some key dates as important markers of events e.g Caesar's landing, Claudius' invasion, Boudicca's revolt;	- Children can make links between different features of a society to make sense of the world lived in by people in the past. - They tend to describe rather than explain and tend to speak about the society as if everyone felt the same. - Children begin to understand that not everyone in the past lived in the same way. They can contrast life for rich and poor in Roman times and know that there are different levels in society, including slavery.	- Analysing actions of people in historical settings; focusing only on what one person wanted e.g. why Claudius wanted to invade; - Explaining general and impersonal causes; seeing that events happen because of other reasons than just human action e.g. Romans did not just invade Britain because Claudius wanted glory - Realises that events usually happen for a combination of reasons, even though there is still some element of listing;	- Children see that there are often different interpretations because the gaps in the evidence are so large they have to be filled by imaginative reconstruction. This is particularly true of events from the remote past e.g. We have no pictures showing what Boudicca really looked like so historians and artists work from written sources and come up with different views. - Children understand that some interpretations might be more accurate and reliable than others, by use of their own background knowledge e.g. This version is not accurate because it shows the Vikings just to be raiders. We know from the evidence that has been discovered that they were traders to.	- Children start combining information from more than one source e.g. CDROM, compared with video, oral evidence. Children start cross-referencing information to see if other sources agree, rather than taking everything on face value. - Children see that some sources are more useful than others and can explain why. Children start to raise questions about what the evidence tells us.	- Can write in explanatory mode, rather than descriptive but this tends to be mainly lists or unlinked ideas - Begins to sustain an answer, providing some supporting evidence; Ideas are beginning to have some shape, though not yet structured in paragraphs
Y5	- Can appreciate ideas of duration and interval. e.g. how long the Greek legacy has lasted - Uses more sophisticated time markers within, as well as between periods e.g. at the start of Victoria's reign, this was in the last 10 years of Henry's life, the causes had been building up for 20 years;	- Children know that not everyone in the past lived in the same way. They can contrast life for rich and poor in Tudor times and do not describe Tudor home life as if it was the same for everyone. They know that there are different levels in society. - Children understand that people's experiences varied depending on status e.g. they understand that women's position in Greek society was very different in Athens and Sparta. They know about the importance of slave culture to that society. - Children can explain beliefs and attitudes in terms of why people might have had those ideas and show a real sense of the period in an abstract way.	- Starts to genuinely explain rather than list; May dwell on one cause at expense of others but it is real attempt to explain not just describe; - Explains an event using simple form of classification e.g. to do with money or religion; - Sees consequences in terms of immediate and longer-term effects and can see that people were affected differently; - Sees causes might be connected in some way; one cause might be linked to another making the event much more likely to happen e.g. why the Ship Canal was built linked to industrial advancement and the impact of dock charges on trade	- Children understand that all history is to some extent interpretations and see why some people might write different versions of the same event; Even when using the same evidence historians can put a different gloss on events. - Children understand that people create different versions of the past for different audiences and therefore might give a different emphasis e.g. novel about evacuation was written with a different purpose and audience in mind.	- Aware of the need not to rush to conclusions based on flimsy evidence. Will use phrases such as, We cannot tell for sure/ most evidence suggests. - Children start to think of reasons why a source might be unreliable e.g. view of the Vikings may be partial because the evidence we have was written by people who suffered most at the hands of these raiders. - Consider the worthiness of a source by reference to what is known about the topic. e.g. <i>this does not fit in with the picture of the subject I know therefore...</i> - Consider who produced evidence and why/ who was the audience?	- Can use appropriate ways of communicating their understanding; Answers are structured and provide supporting evidence for statements made - Able to see two sides of a question and can offer arguments on both sides - Answers are relevant to the question set

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Y6	- Can appreciate ideas of duration and interval eg. how Elizabeth I changed in the way she ruled during the last 10-15 years of her life; - Can use dates and specific terms confidently to establish period detail e.g. when describing different phases of evacuation, referring to outbreak of war in September 39, Phoney war, Blitz; - Can successfully match simple iconic images to each of the periods studied; - Can make links between three periods in history, comparing, spotting similarities differences e.g. influence of Greeks on Tudor theatre or on Victorian architecture.	- Children understand that people in the past had a range of different ways of looking at their world and can explain ideas. - Children grasp that people's experience of being evacuated in World War Two often depended on their prior experience. - Children are able to describe and explain ways of life at different levels of society and understand that people would have different outlooks on life depending on their social standing. They instinctively avoid sweeping generalization saying instead, it all depends on who you were, what position you had in society.	- Explain an event with reference to abstract ideas such as long and short-term or events building up; - Starts to express explanation in term of relative importance backed up by reasoned argument e.g. The main reason was... Also important... Some people think; - By the end of the key stage some children are able to explain some quite complex events using a good range of causes, some of them linked in a simple way.	- Children realise that history is continuously being rewritten; if we find more we have to rewrite the past e.g. following discovery of Mary Rose, Rosetta Stone, Yorvik, Fishbourne. - Children grasp that interpretations might differ depending on the aspect that people are looking at; Views of the Victorians might be more positive if looking at benefits of industrialization and empire, and more negative if looking at child labour or slavery	- Offers substantiated reasons why some sources might be treated cautiously e.g. propaganda posters during World War Two. - Shows awareness of the need to think about why the source was produced without prompting. 'How can we explain why so many children in these evacuation photographs are smiling when we learn from other sources that it was a miserable experience for many children?'	- Widespread use of period specific detail to make the work more convincing and authentic - When appropriate sees the need to refer to dates and to see importance of lengths of time e.g. when describing causes - Able to make subtle distinctions within a period being studied, and realizes danger of overgeneralizing - Able pupils use provisional and tentative language, to express uncertainty e.g. perhaps, may, might, some people think.
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