



# History

Progression of Disciplinary Knowledge

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding Chronology	<p>Sequence 3 or 4 artefacts from the past.</p> <p>Match objects to people of different ages.</p>	<p>Sequence events within a chronological framework.</p>	<p>Place the time studied on a time line to sequence events or artefacts.</p> <p>Use dates related to the passing of time.</p>	<p>Place the time studied on a timeline to sequence events or artefacts.</p> <p>Use dates related to the passing of time.</p>	<p>Accurately use dates to sequence and order events.</p> <p>Use appropriate historical terms to sequence events and periods on a timeline. Eg) Ancient, century, decade</p>	<p>Order an increasing number of significant events and dates on a timeline using dates accurately.</p>
Range and Depth of Historical Knowledge	<p>Recognise differences and similarities in a range of artefacts.</p>	<p>About other people and the events of their lives</p> <p>Recognise differences and similarities in a range of artefacts.</p>	<p>Find out about everyday lives of people in time studied</p> <p>Compare our life today with those that I am studying.</p> <p>Identify reasons for and results of people's actions.</p>	<p>Find out about everyday lives of people in time studied.</p> <p>Know that there are reasons for and results of people's actions from the past.</p>	<p>Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past.</p>	<p>Reach informed conclusions about historical events.</p>
Interpretations of History	<p>Know that there are different ways to represent the past (eg photos, stories, adults talking about the past)</p> <p>Compare adults talking about the past and can think about how reliable their memories are.</p>	<p>Compare pictures or photographs of people or events in the past.</p> <p>Recognise why people did things, why events happened and what happened as a result.</p>			<p>Find and analyse a wide range of evidence from the past.</p> <p>Use evidence to link to factual understanding about the past.</p> <p>Know that a piece of evidence may be biased</p>	<p>Know that people in the past represent events or ideas in a way that may be to persuade others.</p> <p>Show an awareness of Propaganda</p> <p>Summarise reasons why there are different accounts of history.</p> <p>Know how to evaluate evidence to determine which the most reliable source is.</p>

<b>Historical Enquiry</b>	Sort historical artefacts into then and now.	Use why, what, where, who, how to ask and find answers to questions.	<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>Use representations of the period – museum, cartoons etc..</p>	<p>Combine relevant information from different sources.</p> <p>Evaluate information from a range of sources.</p> <p>Identify and give reasons for changes within a period of history.</p>	<p>Know the difference between primary and secondary sources.</p> <p>Select relevant sections of information to address historically valid questions and construct detailed, informed responses.</p>	<p>Select relevant sections of information to address historically valid questions.</p> <p>Investigate my own lines of enquiry by posing historically valid questions to answer.</p>
<b>Organisation and Communication</b>	<p>Communicate my knowledge through Drawing pictures, writing, making models, discussion</p> <p>Sequence information on timeline.</p>	<p>Sequence information on a timeline.</p> <p>Annotate photos and drawings.</p>	<p>Sequence information on a timeline.</p> <p>Present, communicate and organise ideas about the past using simple written narratives.</p>	<p>Present, communicate and organise ideas about the past using simple written narratives.</p> <p>Present my ideas based on my own research.</p>	<p>Present, communicate and organise ideas about the past using detailed discussions and more detailed written narratives.</p>	<p>Plan and present a self - directed project or research about the studied period.</p> <p>Present, communicate and organise ideas about the past using detailed discussions and more detailed written narratives.</p>