

History Progression in SJB

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	<p>Sequence events in their life.</p> <p>Sequence 3 or 4 artefacts from distinctly different periods.</p> <p>Match objects to people of different ages.</p>	<p>Sequence artefacts closer together in time.</p> <p>Sequence photographs from different periods in their life.</p> <p>Describe memories of key events in lives of people from the past.</p>	<p>Place the time studied on a time line.</p> <p>Use dates and terms related to the study unit and passing of time.</p> <p>Sequence several events and artefacts.</p>	<p>Place events from the period studied on a time line.</p> <p>Use terms related to the period and begin to date events.</p> <p>Understand more complex terms such as BC/AD</p>	<p>Know and sequence key events of the time studied.</p> <p>Use relevant terms and period labels.</p> <p>Make comparisons between different times in the past.</p>	<p>Place current study on time line in relation to other studies.</p> <p>Use relevant dated and terms.</p> <p>Sequence up to 10 events on a time line.</p>
Range and depth of historical Knowledge	<p>Recognise the difference between past and present in their own and others' lives.</p> <p>They know and recount episodes from stories about the past.</p>	<p>Recognise why people did things, why events happened and what happened as a result.</p> <p>Identify differences between ways of life at different times.</p>	<p>Find out about every day lives of people in the period studied.</p> <p>Compare with our life today.</p> <p>Identify reasons for and the results of people's actions.</p> <p>Understand why people may have wanted something.</p>	<p>Use evidence to reconstruct life in the period studied.</p> <p>Identify key features and events of the period studied.</p> <p>Look for links and effects in the period studied.</p> <p>Offer a reasonable explanation for some events.</p>	<p>Study different aspects of different period people—differences between men and women.</p> <p>Examine causes and results of great events and the impact on people.</p> <p>Compare life in early and late 'times' studied.</p> <p>Compare an aspect in another period.</p>	<p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</p> <p>Compare beliefs and behaviour with another time 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 period studied.</p>

<p>Interpretations of history</p>	<p>Beginning to distinguish between fact and fiction</p>	<p>Compare 2 versions of a past event.</p> <p>Compare pictures or photographs of people or events in the past.</p> <p>Discuss reliability of photos/accounts/stories.</p>	<p>Identify and give reasons for different ways in which the past is represented.</p> <p>Compare different versions of the same story.</p> <p>Look at representations of the period.</p>	<p>Look at evidence available.</p> <p>Begin to evaluate the usefulness of different sources.</p> <p>Use text books and historical knowledge.</p>	<p>Compare accounts of events from different sources-fact or fiction.</p> <p>Offer some reasons for different versions of events.</p>	<p>Link sources and work out how conclusions were arrived at.</p> <p>Consider ways of checking the accuracy of interpretations—fact, fiction or opinion.</p> <p>Be aware that different evidence will lead to different conclusions.</p> <p>Confidently use the library and internet for research.</p>
<p>Historical enquiry</p>	<p>Find answers to simple questions about the past from sources of information.</p>	<p>Use a range of sources to find out about the past.</p> <p>Begin to use the library and Internet to find about the past.</p>	<p>Use a range of sources to find out about a period.</p> <p>Observe small details- artefacts, pictures.</p> <p>Select and record information relevant to the study.</p> <p>Begin to use the library and Internet for researching.</p>	<p>Use evidence to build up a picture of a past event.</p> <p>Choose relevant material to present a picture on one aspect of life in time past</p> <p>Ask a variety of questions</p> <p>Use the library and internet for research.</p>	<p>Begin to identify primary and secondary sources.</p> <p>Use evidence to build up a picture of a past event.</p> <p>Select relevant sections of information.</p> <p>Use the library and Internet for researching with increasing confidence.</p>	<p>Recognise primary and secondary sources.</p> <p>Use a range of sources to find out about an aspect of time in the past.</p> <p>Suggest omissions and the means of finding out.</p> <p>Bring knowledge gathered from several sources together in a fluent account.</p>

Organisation and communication	Communicate their knowledge through drawing pictures, role play and discussions.	Communicate their knowledge through discussions, drawing pictures, making models and writing.	Communicate their knowledge through discussions, drawing pictures, making models, using ICT, drama/role play and writing.	Recall, select and organise historical information Communicate their knowledge and understanding	Select and organise information to produce structured work, making appropriate use of dates and terms.
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