

History Progression at King's Oak Primary

	Year 1	Year 2	Years 3 and 4	Year 5 and 6	Year 6 AGT
Thinking Historically (covers chronology, change & continuity, similarity, difference and diversity, cause and consequence,)	<ul style="list-style-type: none"> Use simple vocabulary relating to the passing of time such as 'before', 'past', 'present', 'then and 'now'. Place events and objects in chronological order Identify differences and similarities between past and present. 	<ul style="list-style-type: none"> Use a range of terms connected with the passing of time Place a range of events and objects in chronological order Describe differences and similarities between past and present. Recognise why people did things and why events happen 	<ul style="list-style-type: none"> Use dates and vocabulary relating to the passing of time, for example: ancient, modern, BC, AD century and decade Place events in chronological order recognising that the past can be divided into different periods of time Recognise similarities and differences between periods of time Begin to give reasons for and results of the main events and changes 	<ul style="list-style-type: none"> Make appropriate use of dates & terms Place events, people and changes into correct periods of time. Describe characteristic features of past societies and periods Recognise social, cultural, religious and ethnic diversity of societies. Identify and describe reasons for, results and effects of historical events, situations and developments. Begin to make connection between events and changes, short and long-term causes. 	<ul style="list-style-type: none"> Begin to recognise & describe the different experiences, ideas, beliefs and attitudes of men, women and children in past societies Begin to recognise and describe change & continuity. Begin to understand connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history
Historical Enquiry (covers enquiry, evidence and communication)	<ul style="list-style-type: none"> Ask and answer questions about the past, making simple observations from historical sources Distinguish between fact and fiction. Communicate ideas using simple sentences. 	<ul style="list-style-type: none"> Ask and answer questions about the past Use a range sources to find out about the past, e.g. stories, eye-witness accounts, pictures and photographs, artefacts. Begin to select, and organise information. Communicate ideas using relevant vocabulary and detail 	<ul style="list-style-type: none"> Ask historical questions and respond using evidence to support answers. Use a range of sources, including ICT-based sources, e.g. documents, CD-ROMS, databases, music, historic buildings etc) Begin to consider the provenance of sources (who, why, when, where.) Select, organise and record information relevant to the enquiry. Communicate ideas in a variety of ways, including paragraphs and diagrams 	<ul style="list-style-type: none"> Ask relevant historical questions and respond using a range of evidence. Select and combine information from historical sources to support an historical enquiry. Begin to consider the reliability of the evidence Begin to produce structured work, select & organising information. Communicate ideas in a variety of ways, including writing at length. 	<ul style="list-style-type: none"> Begin to suggest your own enquiry questions when investigating historical problems & issues. Begin to evaluate / weigh up historical sources to find evidence for an enquiry.
Historical interpretation		<ul style="list-style-type: none"> Identify some of different ways of representing the past, e.g. reconstructions of the past, TV programmes and 	<ul style="list-style-type: none"> Identify a range of different ways in which the past is represented, e.g. films, plays, museum displays, fictional and non-fictional stories 	<ul style="list-style-type: none"> Show how some aspects of the past have been represented and consider how interpretations reflect the circumstances in which they are made, the evidence available and the intentions of 	<ul style="list-style-type: none"> begin to recognise why some events, people & changes might be judged as more historically significant than others. suggest reasons for different interpretations of

		fictional stories.		the those who make them, (e.g. writers, historians, film-makers.)	the past.
Key concepts and vocabulary	<ul style="list-style-type: none"> ▪ war, peace 	nation, monarchy, parliament, democracy, civilisation	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪
Knowledge and understanding of events, people and changes in the past	Recount events in the past.	Describe some of the main events and people studied	Demonstrate knowledge of some of the main events, people and changes from the period studied	Describe and explain some of the main events, people and changes from the periods studied.	<ul style="list-style-type: none"> ▪