

## History Progression 2022-23 Years R-6

Historical concepts

Historical questions

Historical vocabulary

Stories and sources

Class	Standardised Objectives
R	<ul style="list-style-type: none"> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>
1	<ul style="list-style-type: none"> <li>• Describe and discuss historical events beyond living memory.</li> <li>• Describe significant people from the past.</li> <li>• Use a timeline to develop chronological language eg <i>past, present, older, newer</i>.</li> <li>• Develop understanding of changes within living memory eg <i>toys, homes, transport</i>.</li> <li>• Develop understanding of local history eg <i>historical events, people and places</i>.</li> <li>• Ask some questions about the past.</li> <li>• Use historical vocabulary eg <i>past, present, long ago, timeline</i>.</li> <li>• Use artefacts, pictures, stories and online sources to find out about the past.</li> <li>• Be introduced to different representations of the past and discuss similarities and differences.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Describe and understand the significance of historical events beyond living memory (nationally or globally).</li> <li>• Describe key people from the past who have contributed to national and international achievements and understand their significance.</li> <li>• Place key dates/eras on a timeline to develop chronological language and to identify similarities and difference between ways of life in different periods.</li> <li>• Know about changes within living memory and how they affected changes in national life eg <i>toys, homes, transport</i>.</li> <li>• Know about local historical events, people and places.</li> <li>• Ask wide range of questions about the past using parts of stories and sources.</li> <li>• Use a wider range of historical vocabulary eg <i>recently, decade, century, source, pioneer</i>.</li> <li>• Use range of artefacts, pictures, stories and online sources to answer historical questions.</li> <li>• Understand different representations of the past by drawing comparisons.</li> </ul>
3	<ul style="list-style-type: none"> <li>• Compare different eras considering similarities and differences.</li> <li>• Order key dates on a timeline to demonstrate chronology of British and world history.</li> <li>• Examine in depth an aspect of local history from a period beyond 1066.</li> <li>• Understand what types of question are historically valid and identify how to find the answer.</li> </ul>

	<ul style="list-style-type: none"> <li>• Develop a range of historical vocabulary eg <i>artefact, chronology, invade, settle</i>.</li> <li>• Begin to understand how knowledge of the past is constructed from a range of sources.</li> <li>• Develop understanding of how and why the past is represented in different ways.</li> <li>• Select key information from a range of sources to answer a historical question.</li> </ul>
4	<ul style="list-style-type: none"> <li>• Extend chronological understanding by exploring a theme over time eg leisure, entertainment</li> <li>• Understand how Britain has influenced and been influenced by the wider world</li> <li>• Order key dates on a timeline to demonstrate chronology of British and world history.</li> <li>• Regularly generate and answer a range of historically-valid questions about similarities and differences.</li> <li>• Develop a range of historical vocabulary eg <i>civilisation, chronology, ancient, legacy</i>.</li> <li>• Understand how knowledge of the past is constructed from a range of sources.</li> <li>• Understand how and why the past is represented in different ways and explain this.</li> <li>• Select and organise relevant information from a wide range of sources to answer a historical question.</li> </ul>
5	<ul style="list-style-type: none"> <li>• Explore trends, looking at continuity/change and similarity /difference/ significance.</li> <li>• Examine different aspects of history eg social, cultural, political and religious.</li> <li>• Gain historical perspective by making connections between local, national and international history.</li> <li>• Extend chronological understanding by exploring a theme over time eg crime and punishment.</li> <li>• Address and devise a wide range of historically-valid questions about change and cause.</li> <li>• Use and apply a range of historical vocabulary eg <i>civilisation, propaganda, economy, political</i>.</li> <li>• Understand how knowledge of the past is constructed from a range of sources</li> <li>• Understand how evidence is used rigorously to make historical claims</li> <li>• Discern how/why contrasting arguments and interpretations of the past exist by weighing evidence and sifting arguments eg propaganda.</li> <li>• Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> </ul>
6	<ul style="list-style-type: none"> <li>• Establish clear narratives within and across periods by using secure chronological understanding.</li> <li>• Analyse trends, looking at continuity/change and similarity /difference/significance and use them to make connections and draw contrasts.</li> <li>• Examine different aspects of history eg social, cultural, political and religious, in different contexts.</li> </ul>

	<ul style="list-style-type: none"><li>• <b>Gain historical perspective by making connection between local, national and international history.</b></li><li>• <b>Address and devise a wide range of historically-valid questions about change, cause, impact and significance.</b></li><li>• <b>Develop and apply a range of historical vocabulary eg <i>influential, narratives, perspective.</i></b> <b>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</b></li><li>• <b>Develop perspective and judgement by weighing evidence and sifting arguments eg propaganda.</b></li><li>• <b><i>Explain why contrasting arguments and interpretations of the past exist.</i></b></li></ul>
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