



Progression and assessment in History

History Intent

Our History curriculum centres around well-structured enquiry questions. Children develop a 'big picture' framework of the past that they can slot other knowledge into. They acquire progressive knowledge about significant historical events, people and places in our own locality and the wider world and are able to place them into the 'big picture.' Children are taught to appreciate that history helps us see how, when and why change happens. They learn that people construct the past based on their own beliefs, views, and contexts and are encouraged to question and challenge the evidence of the past that they are presented with. Children are encouraged to see things from the eyes of the people in the past and know that different people saw things differently. Also, children should be able to see that ideas and actions of people in the past are in some ways similar but in other ways different to our own. Our History curriculum develops their appreciation and knowledge of the language of history by bumping into key terms again and again in different contexts. As a result children talk (and write) increasingly well and with more and more sophistication.

Colour				
Area of study	Chronology	Historical Terms	Historical Enquiry	Knowledge and Interpreting History

Developing, Securing, Mastering explained:

Depth of Learning	Cognitive challenge	Nature of progress	Typically, pupils will	Predominant teaching style
Developing	Low level cognitive demand. Involves following instructions.	Acquiring	name, describe, follow instructions or methods, complete tasks, recall information, ask basic questions, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise.	Modelling Explaining
Securing	Higher level of cognitive demand. Involves mental processing beyond recall. Requires some degree of decision making.	Practising	apply skills to solve problems, explain methods, classify, infer, categorise, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare.	Reminding Guiding
Mastering	Cognitive demands are complex and abstract. Involves problems with multi-steps or more than one possible answer.	Deepening Understanding	Requires justification of answers. solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, prove.	Coaching Mentoring



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	EYFS	Year 1/2	Year 3/4	Year 5/6
	<p>Early learning Goal</p> <p>0-3</p> <ul style="list-style-type: none"> Make connections between the features of their family and other families. <p>3-4</p> <ul style="list-style-type: none"> Begin to make sense of their own life story and their families history. <p>Reception</p> <ul style="list-style-type: none"> Comment on images or familiar situations from the past Compare and contrast characters from the story including figures from the past. <p>Early Learning Goals</p> <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life events beyond living memory that are significant nationally or globally the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods 	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; <u>The Shang Dynasty of Ancient China</u> Ancient Greece – a study of Greek life and achievements and their influence on the western world the Roman Empire and its impact on Britain Britain’s settlement by Anglo-Saxons and Scots the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 a non-European society that provides contrast with British history - one study chosen from: early Islamic civilization, including a study of Bagdad c.AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300 a local history study (How has mining affected our locality?) 	
	<p>Questions to consider (when planning)</p> <p>Is the chosen area or content interesting and relevant? What aspect of historical knowledge, skills and understanding will be the focus of the unit? Why? How will we hook the children at the start of the enquiry? How will we sequence the learning, to maintain motivation? What will the varied activities be? How can we use learning objectives and outcomes effectively? Are we using rich resources? How can we help children to choose and use information? How will the children communicate their understanding through an engaging end product? How can we set challenging expectations for children of varying abilities? How can I link it to other parts of the curriculum?</p>	<p>Examples of overarching questions</p> <p>Was it fair to say that Stone Age people were just simple hunter-gatherers? Where exactly in our locality were mines located? How did people of the Shang Dynasty improve the quality of their life through the use of the Yellow River? Why did the Roman empire Claudius leave hot, dry Italy to come to cold, wet Britain? What sequence of events led to the Battle of Hasting in 1066? Where did the Anglo-Saxons live and how do we know? How did the Vikings try to take over the country and how close did they get? How did the closing of the mines by Margaret Thatcher affect people in our locality? What were the key differences between rich and poor people in Victorian society? Why did Britain go to war in 1939? Why was it necessary that children had to be evacuated?</p>	<p>Historical Enquiry Process</p> <p>This process of historical enquiry is always the same, no matter what key stage, but will be differently supported depending on age and ability.</p> <ol style="list-style-type: none"> Provide source material – an interesting problem to solve or a situation or issues that need explaining. This can be an overarching question, which is shared. Ask questions about material – what questions do we need to ask to solve the problem Suggest hypothesis to question(s) – make guesses and speculate on possible explanations Investigate further source materials, testing the hypothesis and reflecting. This may repeat until sufficient questions are answered Reach an answer, which is backed up by source materials, present and reflect <p>Evaluate – what has been learnt? What do we want to find out next? – Linking into next enquiry.</p>	

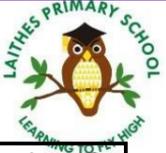


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	<p>Vocab (EYFS) before after event yesterday today past history family life mine same different image person</p>		<p>How was democracy incorporated into everyday Greek life? What was everyday life like for Greek women?</p>			
Suggested Focused Enquiries	<p><i>For instance:</i> I'm making History History on my doorstep – where shall we go? Who / what made my corner of the world special long ago?</p>	<p><i>For instance:</i> Who was here before me? Who discovered elsewhere in the world? Happy holidays now and then</p>	<p><i>For instance</i> Stone age to Iron age – Who was here before me? Early civilisation – is there anything left from the Stone Age period?</p>	<p><i>For instance</i> How did anything the Ancient Greeks did affect me today? Why did the Ancient Romans march through Durham?</p>	<p><i>For instance</i> What was the biggest change to British way of life during the Roman invasion? Is it fair to say Vikings just wanted to invade?</p>	<p><i>For instance</i> How did the Anglo-Saxons come across the Vikings? What were the biggest changes in Britain after the Norman Invasion?</p>

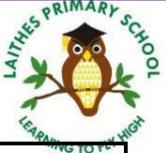
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	Foundation Stage	Year 1/2	Year 3/4	Year 5/6
Chronology	<p>Use everyday language related to time</p> <p>Order and sequence familiar events</p> <p>Talk about family</p> <p>Describe main story settings, events and principal characters.</p> <p>Talk about past and present events in their own lives and in lives of family members.</p> <p>Eg. I can order images into a plausible chronological order</p> <p>I can identify changes between me as a baby and myself now.</p> <p>I can identify similarities and differences between my toys and old toys.</p>	<p>Develop, then demonstrate an awareness of the past, using common words and phrases relating to the passing of time</p> <p>Show where places, people and events fit into a broad chronological framework</p> <p>Begin to use dates</p> <p>Be familiar with different stories about significant people and events from the past</p> <p>Label time lines with words or phrases such as past, present, older and newer.</p> <p>Recount changes that have occurred in own life time.</p>	<p>Develop increasingly secure chronological knowledge and understanding of history, local, British and world</p> <p>Put events, people, places and artefacts on a time- line</p> <p>Use correct terminology to describe events in the past.</p> <p>Understand the concept of change over time, representing this, along with evidence, on a a time line.</p> <p>Use dates and terms to describe events</p>	<p>As Year 3/4, and use greater depth and range of knowledge</p> <p>Create from memory a timeline from dates/details/eras showing knowledge of how to check for accuracy</p> <p>Describe the main changes in a period of history</p> <p>Note connections, contrasts and trends over time</p> <p>Understand the concepts of continuity and change over time, representing them, along with evidence on a time line.</p>
Assessment Criteria and KPIs	<p>Knowledge:</p> <p><i>That times passes in sequential order;</i></p> <p><i>That there are key vocabulary associated with the passage of time;</i></p> <p><i>That the passage of time changes us all;</i></p> <p><i>That the passage of time changes the world around us;</i></p>	<p>Year 1</p> <ul style="list-style-type: none"> • Pupils can order some events they have learnt about from furthest away to most recent with increasing accuracy • Pupils know what a timeline is • Pupils are beginning to make comparisons between areas of study <p>Year 2</p> <ul style="list-style-type: none"> • Pupils can accurately order events they have learnt about from furthest away to most recent • Pupils can draw timelines, beginning to place areas of study on them • Pupils can compare areas of study, identifying similarities between them • Pupils can compare areas of study, identifying differences between them <p>Year 1 Expected</p> <p>Can they put up to three objects in chronological order (recent history)?</p> <p>Can they use words and phrases like: old, new and a long time ago?</p> <p>Can they tell me about things that happened when they were little?</p> <p>Can they recognise that a story that is read to them may have happened a long time ago?</p> <p>Do they know that some objects belonged to the past?</p> <p>Can they retell a familiar story set in the past?</p> <p>Can they explain how they have changed since they were born?</p> <p>Year 1 Greater Depth</p> <p>Can they put up to five objects/events in chronological order (recent history)?</p> <p>Can they use words and phrases like: very old, when mummy and daddy were little?</p> <p>Can they use the words before and after correctly?</p> <p>Can they say why they think a story was set in the past?</p> <p>Year 2 Expected</p>	<p>Year 3</p> <ul style="list-style-type: none"> • Pupils are developing their knowledge of chronology and can generally place periods of history they have learnt about accurately on a timeline • Pupils can confidently make links between areas of history they have studied in Year 3 and previously, identifying similarities between them • Pupils can confidently make links between areas of history they have studied in Year 3 and previously, identifying differences between them • Pupils are becoming more secure in their knowledge of chronology and can place periods of history they have learnt about accurately on a timeline • Pupils can confidently make links between areas of history they have studied, identifying similarities between them • Pupils can confidently make links between areas of history they have studied, identifying differences between them <p>Year 3 Expected</p> <p>Can they describe events and periods using the words: BC, AD and decade? • Can they describe events from the past using dates when things happened? • Can they describe events and periods using the words: ancient and century? • Can they use a timeline within a specific time in history to set out the order things may have happened? • Can they use their mathematical knowledge to work out how long ago events would have happened?</p> <p>Year 3 Greater Depth</p> <p>Can they set out on a timeline, within a given period, what special events took place? • Can they begin to recognise and quantify the different time periods that exists between different groups that invaded or settled in Britain?</p>	<p>Year 5</p> <ul style="list-style-type: none"> • Pupils have a secure knowledge of chronology and are mostly accurately in placing a range of historical events from around the world on a timeline • Pupils can draw their own timeline, generally producing accurate intervals and adding to it as they learn about new periods of history • Pupils can compare historical periods, identifying similarities between them • Pupils can compare historical periods, identifying differences between them • Pupils are beginning to identify trends over time <p>Can they use dates and historical language in their work? • Can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.? • Can they use their mathematical skills to work out exact time scales and differences as need be?</p> <p>Year 6</p> <ul style="list-style-type: none"> • Pupils have a secure knowledge of chronology, accurately placing a range of historical events from around the world on a timeline • Pupils can draw their own timeline, deciding on accurate intervals and adding to it as they learn about new periods of history • Pupils can compare a range of historical periods, identifying a number of similarities between them and why this is • Pupils can compare a range of historical periods, identifying differences between them • Pupils can identify trends over time, identifying how ideas have been continued/ developed <p>Year 5 Expected</p> <p>Can they use dates and historical language in their work? • Can they draw a timeline with different time periods outlined which show different information, such</p>



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		<p>Can they use words and phrases like: before I was born, when I was younger? • Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning? • Can they use the words 'past' and 'present' accurately? • Can they use a range of appropriate words and phrases to describe the past? • Can they sequence a set of events in chronological order and give reasons for their order?</p> <p>Year 2 Greater Depth Can they sequence a set of objects in chronological order and give reasons for their order? • Can they sequence events about their own life? • Can they sequence events about the life of a famous person? • Can they try to work out how long ago an event happened?</p>	<p>Year 4 Expected Can they plot recent history on a timeline using centuries? • Can they place periods of history on a timeline showing periods of time? • Can they use their mathematical skills to round up time differences into centuries and decades?</p> <p>Year 4 Greater Depth Can they use their mathematical skills to help them work out the time differences between certain major events in history? • Can they begin to build up a picture of what main events happened in Britain/ the world during different centuries?</p>	<p>as, periods of history, when famous people lived, etc.? • Can they use their mathematical skills to work out exact time scales and differences as need be?</p> <p>Year 5 Greater Depth Can they create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc.</p> <p>Year 6 Expected Can they say where a period of history fits on a timeline? • Can they place a specific event on a timeline by decade? • Can they place features of historical events and people from past societies and periods in a chronological framework?</p> <p>Year 6 Greater Depth Do they appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them?</p>
Historical Terms	<p>Before After When I was a baby Before I was born When my parents were little Days of the Week Months of the year</p>	<p>Develop, the use a wide vocabulary of historical terms, such as: a long time ago, recently, when my were younger, years, decades, centuries</p> <p>Passing of Time Long ago Modern Old / Older /Oldest Young/ Younger / Youngest New / Newer/Newest When grandparents were young Describing Reasons & results Reason Because Result Effect Sources of Information Eyewitness Diary First-hand</p>	<p>Develop use of appropriate subject terminology, such as: empire, civilisation, monarch</p> <p>Passing of Time Ancient, Decade, Century, Chronology, Stone Age, Roman, Medieval , BC / AD, BCE (Before Common Era), CE (Common Era), 19th / 20th Century, Sequence, Archaeology, Dig, Excavate, Survey, Finds, Evidence, Museum, Archaeologist</p> <p>Historical Research Generation, Ancestor, Describing Reasons & Results, Different, Same as, Because, Reasons, Historical Resources, Source of Information, Primary Source Artefact, Locality, Documents, Eye witness</p>	<p>Record knowledge and understanding in a variety of ways, using dates and key terms appropriately</p> <p>Passing of Time Change, Continuity, Anglo-Saxon, Viking, Celt Duration, Period, legacy, Archaeology, Strata Type of History, Cultural, Economic, Military Political, Religious, Social, Technological</p> <p>Contextual Local, Regional ,National , International</p> <p>Describing Reasons & Results Cause, Effect, Bias</p> <p>Historical Resources Secondary Sources, Census, Oral history Memorial, Propaganda</p>
Assessment Criteria and KPIs	<p>Children begin to make sense of their own life-story and family's history. Children talk about photos and memories. Children retell what their parents told them about their life-story and family.</p>	<p>Year 1</p> <ul style="list-style-type: none"> • Pupils can use and are beginning to remember names and places that link to areas of study • Pupils are beginning to use simple words and phrases mostly accurately to indicate periods of time e.g. a long time ago <p>Year 2</p> <ul style="list-style-type: none"> • Pupils can remember and use a range of names and words specific to areas of study • Pupils can use words and phrases accurately to indicate periods of time e.g. a long time ago, ancient, centuries 	<p>Year 3</p> <ul style="list-style-type: none"> • Pupils can remember and use a range of names and words from the areas they have studied in Year 3 as well as remembering a few names and words from previous study • Pupils are beginning to use more specific words and phrases to indicate time, talking about decades, centuries, millennium etc. • Pupils are beginning to learn a few words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc. <p>Year 4</p> <ul style="list-style-type: none"> • Pupils can remember and use a range of names and words from the areas they have studied in Year 4 as well as remembering some names and words from previous study • Pupils can generally use words and phrases to indicate time, talking about decades, centuries, millennium etc. • Pupils understand a few words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc. 	<p>Year 5</p> <ul style="list-style-type: none"> • Pupils can remember and use names and words from the areas they have studied in Year 5 as well as remembering some names and words from previous study • Pupils can use words and phrases to indicate time, talking about decades, centuries, millennium etc. • Pupils understand some words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc. <p>Year 6</p> <ul style="list-style-type: none"> • Pupils can remember and use a range of names and words from the areas they have studied over the years • Pupils can use a range of words and phrases to indicate time, talking about decades, centuries, millennium etc. • Pupils understand a range of words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.



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Historical Enquiry	<p>Be curious about people and show interest in stories Answer 'how' and 'why' questions ... in response to stories or events. Explain own knowledge and understanding, and asks appropriate questions. Know that information can be retrieved from books and computers Record, using marks they can interpret and explain Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past. Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born. In addition to storytelling, introduce characters, including those from the past using songs, poems, puppets, role play and other storytelling methods</p>	<p>Ask and begin to answer questions about events e.g. When? What happened? What was it like...? Why? Who was involved? Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites Choose and use parts of stories and other sources to show understanding of events Communicate understanding of the past in a variety of ways</p>	<p>Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance Suggest where we might find answers to questions considering a range of sources Understand that knowledge about the past is constructed from a variety of sources Construct and organise responses by selecting relevant historical data</p>	<p>Devise, ask and answer more complex questions about the past, considering key concepts in history Select sources independently and give reasons for choices Analyse a range of source material to promote evidence about the past Construct and organise response by selecting and organising relevant historical data</p>
Assessment Criteria and KPIs	<p>Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p>	<p>Year 1</p> <ul style="list-style-type: none"> • Pupils can ask simple questions when they are unsure • Pupils can accurately answer some questions verbally related to an area of study • Pupils can remember most key events about the areas they have studied • Pupils are beginning to understand that they can find historical information in books <p>Year 2</p> <ul style="list-style-type: none"> • Pupils can ask simple questions to develop their understanding • Pupils are able to accurately answer simple questions related to an area of study confidently • Pupils can justify their answers using sources or stories • Pupils can remember key events about the areas they have studied • Pupils can begin to identify how we know about past events • Pupils can begin to identify different representations of history e.g. books, visual clips, letters <p>Year 1</p> <p>Can they ask and answer questions about old and new objects? • Can they spot old and new things in a picture? • Can they answer questions using an artefact/ photograph provided? • Can they give a plausible explanation about what an object was used for in the past?</p> <p>Year 1 Greater Depth</p> <p>Can they answer questions using a range of artefacts/ photographs provided? • Can they find out more about a famous person from the past and carry out some research on him or her?</p> <p>Year 2 Expected</p> <p>Can they find out something about the past by talking to an older person? • Can they answer questions by using a specific source, such as an information book? • Can they research the life of a famous Briton from the past</p>	<p>Year 3</p> <ul style="list-style-type: none"> • Pupils are beginning to ask more in depth questions for their age to develop their understanding • Pupils are able to answer questions accurately related to the area of study • Pupils can use sources to justify their answers • Pupils remember a range of key facts and information from areas of study in Year 3 • Pupils can identify at least two ways we gather information • Pupils are able to use at least one type of source of information confidently <p>Year 4</p> <ul style="list-style-type: none"> • Pupils can ask questions to develop their understanding • Pupils are beginning to challenge sources of information • Pupils are beginning to show some organisation of information that is purposeful for responding to or asking questions • Pupils remember a range of key facts and information from areas of study in Year 4 and can remember a few facts from previous areas of study • Pupils are beginning to understand how our knowledge of history is developed through a range of sources • Pupils are able to use at least one type of source of information confidently and are beginning to use at least two different types of sources e.g. books, internet, visual clips <p>Year 3 Expected</p> <p>Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past? • Can they use various sources of evidence to answer questions? • Can they use various sources to piece together information about a period in history? • Can they research a specific event from the past? • Can</p>	<p>Year 5</p> <ul style="list-style-type: none"> • Pupils can ask questions to develop their understanding and also ask questions of what people have said • Pupils can challenge sources of information • Pupils are beginning to make purposeful selection about information they wish to include in responses • Pupils can organise information purposefully when responding to or asking questions • Pupils remember key facts and information from areas of study in Year 5 and can remember information from previous areas of study • Pupils are building their understanding of how our knowledge of history is developed, identifying how a range of sources build up our knowledge and understanding • Pupils can access different sources, including using books, the internet, film clips and direct sources such as letters, diaries etc. <p>Year 5 Expected</p> <p>Can they test out a hypothesis in order to answer a question? • Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past?</p> <p>Year 5 Greater Depth</p> <p>Can they research the life of one person who has had an influence on the way Great Britain is divided into four separate countries?</p> <p>Year 6</p> <ul style="list-style-type: none"> • Pupils can ask a range of questions, creating questions that develop understanding about change, cause and significance • Pupils can challenge sources, questioning the validity of these and whether they have been created for propaganda • Pupils can purposefully select information when forming responses to questions • Pupils can organise information

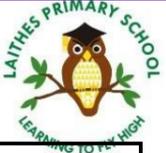


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	<p>using different resources to help them? • Can they research about a famous event that happens in Britain and why it has been happening for some time? • Can they research the life of someone who used to live in their area using the Internet and other sources to find out about them?</p> <p>Year 2 Greater Depth</p> <p>Can they say at least two ways they can find out about the past, for example using books and the internet? • Can they explain why eye-witness accounts may vary? • Can they research about a famous event that happens somewhere else in the world and why it has been happening for some time?</p>	<p>they use their 'information finding' skills in writing to help them write about historical information? • Can they, through research, identify similarities and differences between given periods in history?</p> <p>Year 3 Greater Depth</p> <p>Can they begin to use more than one source of information to bring together a conclusion about an historical event? • Can they use specific search engines on the Internet to help them find information more rapidly?</p> <p>Year 4 Expected</p> <p>Can they research two versions of an event and say how they differ? • Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings? • Can they give more than one reason to support an historical argument? • Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out?</p> <p>Year 4 Greater Depth</p> <p>Can they independently, or as part of a group, present an aspect they have researched about a given period of history using multi-media skills when doing so?</p>	<p>purposefully when responding to or asking questions</p> <ul style="list-style-type: none"> • Pupils have a wide ranging knowledge about historical events, from local history to world history • Pupils have a deep understanding of how our knowledge of history is developed, identifying how a range of sources build up our knowledge and understanding • Pupils can access a wide range of sources, including using books, the internet, film clips and direct sources such as letters, diaries etc. <p>Year 6 Expected</p> <p>Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint? • Can they identify and explain their understanding of propaganda? • Can they describe a key event from Britain's past using a range of evidence from different sources?</p> <p>Year 6 Greater Depth</p> <p>Can they suggest why there may be different interpretations of events? • Can they suggest why certain events, people and changes might be seen as more significant than others? • Can they pose and answer their own historical questions?</p>
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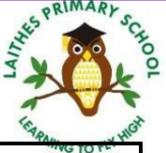
Progression and assessment in History

	Foundation Stage	Year 1/2	Year 3/4	Year 5/6
Knowledge and Interpreting History	<p>Look closely at similarities, differences, patterns and change</p> <p>Develop understanding of growth, decay and changes over time</p> <p>Question why things happen and give explanations</p> <p>Know about similarities and differences between themselves and others, and among families, communities and traditions</p> <p>Recognise and describe special times or events for family or friends</p>	<p>Choose and use parts of stories and other sources to ask and answer questions about the past.</p> <p>Observe or handle evidence to ask questions and find answers.</p> <p>Identify different ways in which the past is represented identify different ways that the past is represented, e.g. fictional accounts, illustrations, films, song, museum displays</p> <p>Discuss change and continuity in an aspect of life, e.g. holidays</p> <p>Recognise why people did things</p> <p>Recognise why some events happened</p> <p>Recognise what happened as a result of people's actions or events</p> <p>Identify similarities and differences between ways of life in different periods, including their own lives</p> <p>Recognise and make simple observations about who was important in an historical event/account, e.g. talk about important places and who was important and why</p>	<p>Be aware that different versions of the past may exist and begin to suggest reasons for this</p> <p>Does...tell us the truth about...?</p> <p>What's the story behind...?</p> <p>What was so important about...?</p> <p>What do the pictures tell you about...?</p> <p>Do you agree the description...why?</p> <p>Describe and begin to make links between main events, situations and changes within and across different periods and societies</p> <p>What were the differences...?</p> <p>What were...?</p> <p>What made...?</p> <p>When did...take place?</p> <p>Identify and give reasons for historical events, situations and changes. Explain that an event can have more than one cause.</p> <p>Pick out events and objects from periods of time with some reasoning.</p> <p>Why did...?</p> <p>Why do we remember...?</p> <p>Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual</p> <p>Which object is older? How do we know?</p> <p>Which event/activity/clothing is the oldest/newest?</p> <p>Identify and begin to describe historically significant people and events in situations. Express an opinion on whether a person or event had a positive or negative impact on life in Britain</p> <p>Was...a hero/villain as portrayed?</p>	<p>Understand that the past is represented and interpreted in different ways and give reasons for this</p> <p>Judge which sources of evidence are reliable and give reasons why.</p> <p>Why do people disagree/still argue about...?</p> <p>Why have such different stories been told about...?</p> <p>Why was...a failure/so successful?</p> <p>What evidence is there to support your view?</p> <p>As Year 3/4, and use a greater depth of historical knowledge</p> <p>Link events from periods studied to changes or developments in contemporary society, both in Britain and the wider world</p> <p>How did life change...?</p> <p>Was life in...always...?</p> <p>Explain why the writer /painter has decided to...?</p> <p>Begin to offer explanations about why people in the past acted as they did. Provide reasons for, and outcomes of, the main events and changes in historical periods, showing factual knowledge of aspects of Britain and the wider world</p> <p>Explain why people acted as they did (e.g. Why Henry VIII married many times in order to produce an heir to the throne)</p> <p>Describe the negative and positive impact of a period of history on contemporary society</p> <p>What were the effects of...?</p> <p>How do you know that...?</p> <p>Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual</p> <p>Make connections, draw Memorials contrasts and identify trends in two or more periods of history, to improve historical perspective</p> <p>What were the effects of...?</p> <p>How did (event) impact on our lives today?</p> <p>Give reasons why some events, people or developments are seen as more significant than others.</p> <p>Provide explanations about why people in the past acted as they did</p> <p>What were the effects of...?</p> <p>How did (person) change this period?</p>
Assessment Criteria and KPIs	<p>Similarities and differences – Barnsley in the past</p> <p>Children to make comments on images of familiar places in the past and compare them with what they look now.</p> <p>Houses in the past</p> <p>Children notice the similarities and differences between houses in the past and now, drawing on their experiences.</p>	<p>Year 1 Expected</p> <p>Do they appreciate that some famous people have helped our lives be better today?</p> <ul style="list-style-type: none"> Do they recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago? Do they understand that we have a queen who rules us and that Britain has had a king or queen for many years? Can they begin to identify the main differences between old and new objects? Can they identify objects from the past, such as vinyl records? <p>Year 1 Greater Depth</p> <p>Can they explain why certain objects were different in the past, e.g. iron, music systems, televisions?</p> <p>Can they tell us about an important historical event that happened in the past?</p>	<p>Year 3 Expected</p> <p>Do they appreciate that people in the past would not have communicated as we do or have eaten as we do? • Can they begin to picture what life would have been like for people in the past? • Can they recognise that Britain has been invaded by several different groups over time? • Do they realise that invaders in the past would have fought fiercely, using hand to hand combat? • Can they suggest why certain events happened as they did in history? • Can they suggest why certain people acted as they did in history?</p> <p>Year 3 Greater Depth</p> <p>Can they begin to appreciate why Britain would have been an important country to have invaded or settled in? • Can they appreciate that war/s would inevitably have brought much distress and bloodshed? • Do they have an appreciation that wars start for specific reasons and can last for a very long time? • Do they appreciate that invaders were often away from their homes for very long periods and may have been 'homesick'?</p>	<p>Year 5 Expected</p> <p>Can they describe historical events from the different period/s they are studying/have studied? • Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same? • Can they explain the role that Britain has had in spreading Christian values across the world? • Can they begin to appreciate that how we make decisions has been through a Parliament for some time? • Do they appreciate that significant events in history have helped shape the country we have today? • Do they have a good understanding as to how crime and punishment has changed over the years?</p> <p>Year 5 Greater Depth</p> <p>Do they appreciate how plagues and other major events have created huge differences to the way medicines and health care was developed?</p> <p>Year 6 Expected</p>



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	<p>Can they explain differences between past and present in their life and that of other children from a different time in history? Do they know who will succeed the queen and how the succession works?</p> <p>Year 2 Expected Can they recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later? • Can they explain how their local area was different in the past? • Can they recount some interesting facts from an historical event, such as where the 'Fire of London' started? • Can they give examples of things that are different in their life from that of their grandparents when they were young? • Can they explain why Britain has a special history by naming some famous events and some famous people? • Can they explain what is meant by a parliament?</p> <p>Year 2 Greater Depth Can they give examples of things that are different in their life from that of a long time ago in a specific period of history such as the Victorian times? • Can they explain why someone in the past acted in the way they did? • Can they explain why their locality (as wide as it needs to be) is associated with a special historical event? • Can they explain what is meant by a democracy and why it is a good thing?</p>	<p>Year 4 Expected Can they explain how events from the past have helped shape our lives? • Do they appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences? • Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours? • Do they recognise that the lives of wealthy people were very different from those of poor people? • Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past?</p> <p>Year 4 Greater Depth • Can they recognise that people's way of life in the past was dictated by the work they did? • Do they appreciate that the food people ate was different because of the availability of different sources of food? • Do they appreciate that weapons will have changed by the developments and inventions that would have occurred within a given time period? • Do they appreciate that wealthy people would have had a very different way of living which would have impacted upon their health and education?</p>	<p>Can they summarise the main events from a specific period in history, explaining the order in which key events happened? • Can they summarise how Britain has had a major influence on world history? • Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently? • Can they describe features of historical events and people from past societies and periods they have studied? • Can they recognise and describe differences and similarities/ changes and continuity between different periods of history?</p> <p>Year 6 Greater Depth Can they suggest relationships between causes in history? • Can they appreciate how Britain once had an Empire and how that has helped or hindered our relationship with a number of countries today? • Can they trace the main events that define Britain's journey from a mono to a multicultural society?</p>
Topic Vocab	<p>The Great Fire of London abnormal accelerate bystander catastrophe devour incident intensify investigate overwhelm search unscathed urgent vicious fire hooks leather bucket flammable St.Paul's Cathedral King Charles II Fire break Oven Bakery</p> <p>Alexander Graham Bell Creation Inventor Prototype Enigma Technology Communication Wires Landline Past Present Digital Signals Radio</p> <p>Neil Armstrong America Astronaut Apollo 11 Moon Landing Pilot Corps Space Race</p> <p>Scott of the Antarctic Explorer Expedition Antarctic South Pole Robert Scott Historical Evidence Primary Source</p> <p>Tim Peake Astronaut Rovers Space station Telescope Moon</p>	<p>Stone Age to Iron Age (BC Before Christ) Bronze Bronze Age Copper Age Flint Home Sapiens Hunter-Gatherer Iron Age Mammoth Mesolithic Neolithic Settlement Archaeology Neanderthal</p> <p>Mining Locality colliery miner provider excavate tools coal fuel energy death disaster community Margaret Thatcher Strike Arthur Scargill Industrial fossil fuel non-renewable</p> <p>Shang Dynasty Bronze Oracle Bone Nobles Artisans Dynasty Warlords Emperor Pagoda slaves government King Overthrown taxes peasants farmers</p> <p>Romans AD BC aqueduct Emperor counsel barbarian Julius Caesar Boudica Toga coliseum amphitheatre mosaic villa Hadrian culture language laws invasion</p> <p>Saxons King Aethelbert Alfred the Great Vortigern King Harold Sutton Hoo Christianity Martyr Missionary Settlement Invasion</p> <p>Vikings Advantage ambition Ancient bold Border Captured Coast</p>	<p>Mining Locality colliery miner provider excavate tools coal fuel energy death Margaret Thatcher Strike Arthur Scargill disaster community Industrial fossil fuel Non-renewable</p> <p>Victorians Monarch monarchy industrial Queen Victoria products working conditions work house compulsory embroidery woodworking factories Prince Albert</p> <p>World War Two air raid drill shelter Allies atomic bomb Axis Powers blackout Blitz British Empire censorship civilians Civil Defence Commonwealth concentration camp coupons D-Day. Evacuee Forces gas mask gramophone Holocaust host family invaded Jews liberate military uniform naval naval battle Nazi occupied prime minister prisoners of war propaganda rationing refugee Resistance scrap metal siren Soviet Union steam train stirrup pump telegram Underground United Nations Vegetarians war crime washboard Adolf Hitler Neville Chamberlain Winston Churchill Joseph Stalin Franklin D Roosevelt</p> <p>Ancient Greece Democracy citizens myths Olympics Temples Athens Sparta Greece Alexander the Great Gods Zeus Poseidon Hades Hera Apollo Aphrodite</p>



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		<p><i>Continent Deed Fatal Grasped Journey Launch Misery raid triumph dragon ship fleet monastery invasion settlement Danelaw Danegeld</i></p> <p><i>The Battle of Hastings</i> Harold Godwinson William of Normandy Harald Hardrada Hastings Norway Stamford Bridge King Throne Invaded sail conqueror Westminster Abbey marched pillaged</p>	
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