

# CUSGARNE SCHOOL

## Progression in History

Subject Lead: Julia Murray



		R	Y1	Y2	Y3	Y4	Y5	Y6
<b>Chronology</b>	<b>Vocabulary</b>	I can talk about past and present in my own life and that of my family using common words – yesterday and today, then and now, before and after, old and new	I can talk about mine and other peoples' past events and can use common words to describe the passing of time - today, tomorrow, yesterday, a long time ago, in the olden days, before, later and after	I can use more specific terms to describe the passing of time – when I was little, when my Grandad was little, before my Granny was born, more than 100 years ago, recent	I can use specific historical vocabulary including terms and periods – AD, BC, modern, empire, military ancient, exploration, civilisation	I can use specific historical vocabulary including terms, periods and dates – AD, BC ancient, century, modern, decade, invasion, settlement, civilisation, culture, Roman, Egyptian, Viking, Victorian Specific dates e.g. 56BC	I can use specific historical vocabulary including terms, periods and dates – AD, BC ancient, century, modern, decade, millennium, 15th century, culture, empire, Roman, Viking, Victorian, Ancient Greeks, Specific dates according to period being studied e.g.1500- 1601	I can use specific historical vocabulary including terms, periods and dates – AD, BC ancient, century, modern, decade, millennium, 15th century, bronze age, iron age, Roman, Egyptian, Viking, Victorian, Ancient Greeks, Tudors Legacy, civilisation, parliament, Peasantry, hunter gatherer, Neolithic Specific dates according to the period being studied e.g. 1500-1601

	Understanding – cause and consequence, continuity and change, similarity and difference	I can compare objects, events and places, and can describe them using my chronological vocabulary.	I can place three objects and three events in chronological order and communicate what I know about older and newer objects and events.	I can put five objects and five events in chronological order e.g. forms of transport, and give simple reasons to explain a decision.	Using a time line, I can categorise key features of specific time periods (people and events) and describe how they are different and similar to the present day.	I can categorise key features of specific time periods (people and events) and describe how they are different and similar to the present day and other time periods e.g. Romans and Vikings.	I can categorise key features of specific time periods and past societies (people and events).  I can explain why they are different and similar to the present day, other periods of time and describe changes within the specific periods.	I can categorise key features of specific time periods and past societies (people and events).  I can explain why they are different and similar to the present day, other periods of time and describe changes within the specific periods.  I can make links between different periods to understand how events in one period might affect another. e.g. how the Ancient Greeks influence British architecture.

Enquiry	Representation and Interpretation	I can answer how and why questions about experiences, stories, events and objects.	I can recognise an historical source.	I can identify some of the ways in which the past is represented differently e.g. paintings/diaries/photos.	I am beginning to know some of the ways in which the past is represented.	I know some of the ways in which the past is represented.  I know there are different interpretations of the past. e.g. two differing diary accounts of the same event.	I know the past is represented in different ways.  I know that there are different interpretations of the past and am beginning to explain why they may be different.	I know the past is represented in different ways.  I know that there are different interpretations of the past and why contrasting arguments and interpretations of the past have been constructed.
	Using Sources	I can answer how and why questions about experiences, stories, events and objects.	I can use at least 1 source of information to answer questions about the past through simple observations of the source.	I can use 2 sources of information to answer question about the past through simple observations of the sources.	I can make deductions by using a sample (3) of sources to summarise an aspect of history by selecting information with some relevance to a question,	I can use a variety of sources (3+) to summarise an aspect of history by selecting and organising information with some relevance to a question.	I can use a range (4+) of sources to plan information needed to select, extract and combine relevant information to answer questions.	I can use a range (4+) of sources to plan information needed to select, extract and combine relevant information to answer questions and to come to a conclusion.  I can also evaluate the quality and usefulness of the source.