



Bill Quay Primary School
Progression Framework
for
History

Bill Quay Primary: Progression in History

| | Year 1/2 | | Year 3/4 | | Year 5/6 | |
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| | Pupils should be taught about: <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 | | Pupils should be taught about: <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; The Shang Dynasty of Ancient China 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 | | | |
| Suggested Focused Enquiries | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | Me , my family and my home. Our School Hot and Cold <ul style="list-style-type: none"> <i>Scot of the Antarctic</i> <i>Great Fire of London, and Great</i> | <i>Flight-man on the Moon, The Wright brothers,</i> <i>Seaside Holidays, Grace Darling</i> | <i>Stone Age to Iron Age (overview)</i> <i>Ancient Egyptians depth)</i> <i>Our Locality (depth)</i> | <i>Invaders and Settlers (overview)</i> <i>Mayans (depth)</i> | <i>Ancient Greeks (depth)</i> <i>Early Civilisations (overview)</i> | <i>What impact did WW2 have on our locality? (depth)</i> <i>Crime and Punishment (overview)</i> |

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| Chronology | <p>Uses simple timelines to sequence processes, events and objects within their own experience</p> <p>Can sequence parts of more complex story where action takes place over a long period of time,</p> <p>Realises that we use dates to describe events in time</p> <p>Can describe change over time using appropriate words and phrases to suggest the more distant past,</p> | <p>Can sequence events in simple narrative</p> <p>Can use words which mark the passing of time</p> <p>Can talk about three periods of time</p> <p>Can talk about the past in terms of periods</p> <p>Can accurately differentiate within a longer period</p> <p>Can use some key dates as important markers of events .</p> | <p>Uses more sophisticated time markers within, as well as between periods</p> <p>Can appreciate ideas of duration and interval.</p> <p>Can use dates and specific terms confidently to establish period detail</p> <p>Can make links between three periods in history, comparing, spotting similarities differences</p> |
| Change and continuity | <p>Pupils compare photographs of themselves from babies to the present, placing them in chronological order and commenting on how and why they have changed.</p> <p>What stayed the same in London after the Great Fire?</p> | <p>Sees simple changes between beginning and end of a very long period .Why did Ancient Egyptian civilisation last for so long? How did bronze and iron change Britain?</p> <p>Identifies changes based on similarity and difference e.g. between Iron Age and Roman homes/lifestyles</p> <p>Sees that changes don't always last .</p> <p>Grasps that change can happen quite quickly and can be reversed</p> | <p>Some changes are much more significant than others</p> <p>Some changes are relatively slow others happen very rapidly</p> <p>Not all change is welcomed by everyone</p> <p>Sees that some changes lead to others</p> <p>Understands what is meant by a turning point</p> |
| Interpretations | <p>Can see that there are different versions of real historical situations,</p> <p>Can spot differences between versions</p> <p>Realises that not all sources of information answer the same questions</p> <p>Why was the Monument to the Great Fire of London c</p> <p>Understands that grandparents' recollections of their childhood seaside holidays might vary</p> <p>Understand that people can disagree about what happened in the past without one of them being wrong.</p> | <p>Children can identify differences between versions of the same event</p> <p>Children give a simple reason why we might have more than one version</p> <p>Children see that there are often different interpretations because the gaps in the evidence are so large they have to be filled by imaginative reconstruction.</p> <p>Children understand that people create different versions of the past for different audiences and therefore might give a different emphasis . Why is Queen Boudicca remembered in different ways?</p> | <p>Children understand that some interpretations might be more accurate and reliable than others, by use of their own background knowledge</p> <p>Children understand that all history is to some extent interpretations and see why some people might write different versions of the same event How should we describe the journey of the Benin Bronzes to the British Museum?</p> <p>Children grasp that interpretations might differ depending on the aspect that people are looking at .</p> |

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| Characteristic Features | <p>Here the main concept is then and now. Children should spot significant differences,</p> <p>Can confidently identify old and new toys, and can match pictures of people they think would have played with the toys in the past using old photographs</p> <p>Can describe how features of life today, such as school differ from those of Victorian times</p> <p>Pupils should be comparing not just 'then' and 'now' but 'then' with another 'then'</p> <p>Can offer reasons why simple changes occur,</p> <p>Knows not everyone in the past had the same experience</p> | <p>Children understand some of the key characteristics of the period being studied and can spot anachronisms</p> <p>Children show an understanding of the main ideas associated with that society</p> <p>Children know that not everyone in the past lived in the same way</p> <p>Children understand that people in the past had a range of different ways of looking at their world and can explain ideas.</p> | <p>Children can explain beliefs and attitudes in terms of why people might have had those ideas. Show real sense of period in an abstract way</p> <p>Children understand that people's experiences varied depending on status</p> <p>Children are able to describe and explain ways of life at different levels of society and understand that people would have different outlooks on life depending on their social standing</p> |
| Sources and Evidence | <p>How do we know what life was like when my gran was young?</p> <p>Can describe the main features of an artefact.</p> <p>Can consult and use information from two simple sources to find information</p> <p>How can artefacts help us find out more about our school?</p> <p>Can find answers to questions about objects by looking in books Children are able to gather ideas from a few simple sources when building up their understanding,</p> <p>What can evidence left behind on the moon tell us about Neil Armstrong and the moon landings?</p> | <p>Extract simple information from text/pictures/objects showing basic comprehension. How did people live in Skara Brae during the Stone Age?</p> <p>Combine information from more than one source .Who was buried at Sutton Hoo?</p> <p>Children start cross-referencing information to see if other sources agree, rather than taking everything on face value. What can a buried village tell us about the Maya?</p> <p>See that some sources are more useful than others and can explain why</p> | <p>Children start to raise questions about what the evidence tells us.</p> <p>Children start to think of reasons why a source might be unreliable</p> <p>Can consider the worthiness of a source by reference to what is known about the topic. Why is it difficult to prove that there was a 'Blitz spirit' in Britain during the Second World War?</p> <p>Offers substantiated reasons why some sources might be treated cautiously e.g. propaganda posters during World War Two. Shows awareness of the need to think about why the source was produced without prompting</p> |

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| Causes and Consequences | <p>Can give clear explanation of an important event</p> <p>Why did the Great Fire of London spread so quickly?</p> <p>Can give simple consequences of somebody's actions</p> <p><i>Give two effects of an event.</i></p> <p><i>Describe a few consequences of people's actions/events.</i></p> | <p>Analysing actions of people in historical settings; why was Stonehenge built?</p> <p>Explaining general and impersonal causes; seeing that events happen because of other reasons than just human action.</p> <p>Realises that events usually happen for a combination of reasons.</p> | <p>Explains an event using simple form of classification</p> <p>Sees causes might be connected in some way; one cause might be linked to another making the event much more likely to happen . Why did people from the Caribbean come to Britain on the Empire Windrush in 1948?</p> <p>Starts to express explanation in term of relative importance backed up by reasoned argument. Why did punishments change from 1066?</p> |
| Similarities / Differences | <p><i>How different were my toys when my gran was young?</i></p> <p><i>How similar were ... and ...?</i></p> <p><i>How much did ... and have in common?</i></p> <p><i>Find similarities and differences between two fixed points. Eg today and in the past.</i></p> | <p>What was the same and different between life during the Stone Age to that of the Iron Age?</p> <p>How different was life in Britain after the Romans arrived/left?</p> <p>Identify similarities and changes across two different periods.</p> | <p>Consider who gained and who lost from such changes.</p> <p>Consider how people at the time might have viewed the changes and whether this is different from how we might view changes today.</p> |
| Significance | <p>What seems important at the time and now? Children can identify one or two important parts of a story.</p> <p>Describe what their parents/grandparents feel is important now and in the recent past.</p> <p>How significant was the first aeroplane flight in 1903?</p> | <p>Suggest what people at the time felt was important.</p> <p>Who were the most significant people to invade Britain?</p> <p>What was the greatest legacy of the Romans?</p> <p>Was Alfred really great?</p> <p>What were the key turning points in the struggle between the Saxons and Vikings?</p> | <p>Was the Battle of Britain a significant turning point during the Second World War?</p> <p>Understand that people could not always see the significance of something when it was occurring.</p> |