



## Progression in History – Who Had The Power?

Key Skills <i>(These are any skills that children will develop – they are what they will do with the knowledge they have gained)</i>	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Changes within living memory Events beyond living memory (Fire of London/Gun power pot) Significant individuals		Local history Prehistoric Britain Anglo-Saxons and Vikings	Roman Empire and impact on Britain Britain's settlements by Anglo Saxons and Scots	Non-European Society (Shang Dynasty/Egypt) Hidden Figures (Celebrating Black History)	World War I/II Foundations of Democracy in the Western World from Ancient Greece
		Key Stage One		Lower Key stage Two		Upper Key stage Two	
<b>Chronological understanding</b>	<ul style="list-style-type: none"> <li>Identify some similarities and differences between things in the past and now, drawing on my own experiences and what I have learnt in class.</li> <li>Beginning to understand the past through settings, characters and events encountered in books read in class and storytelling.</li> <li>Understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night?</li> </ul>	<ul style="list-style-type: none"> <li>Sequence events in their life</li> <li>Sequence 3 or 4 artefacts from distinctly different periods of time</li> <li>Match objects to people of different ages</li> <li>Understand that at different times in history, different people have been important e.g., King, Prime Minister</li> </ul>	<ul style="list-style-type: none"> <li>Sequence artefacts closer together in time</li> <li>Sequence photos from different periods of their life</li> <li>Describe memories of key events in lives</li> <li>Understand that at different times in history, different people have been in power e.g., King, Prime Minister</li> </ul>	<ul style="list-style-type: none"> <li>Place the period studied on a timeline of other ages</li> <li>Place changes in who had power on a timeline</li> <li>Use dates and terms related to the study unit and passing of time</li> <li>Sequence several events or artefacts</li> </ul>	<ul style="list-style-type: none"> <li>Place events from periods studied on a timeline</li> <li>Place changes in who had power on a timeline</li> <li>Use terms related to the period and begin to date events</li> <li>Begin to link dates to the people with power of events</li> <li>Understand more complex terms e.g. BCE/CE</li> </ul>	<ul style="list-style-type: none"> <li>Know and sequence key events of time studied</li> <li>Explain how these relate to key decisions of those with power</li> <li>Use relevant terms and period labels</li> <li>Make comparisons between different times in the past</li> </ul>	<ul style="list-style-type: none"> <li>Place current study on timeline in relation to other studies</li> <li>Identify leadership themes across periods studied and make comparisons</li> <li>Use relevant dates and terms</li> <li>Sequence up to 10 events on a timeline.</li> </ul>
<b>Historical change and causation</b>	<ul style="list-style-type: none"> <li>Exploring the natural world, making observations and drawing pictures of what can be seen.</li> <li>Link stories to an understanding of historical context e.g. Why did Mary travel on a donkey?</li> <li>Understand and use vocabulary such as: I can see, I saw, same, different, change, what happened? why, because?</li> </ul>	<ul style="list-style-type: none"> <li>Know there are reasons things happen</li> <li>Know that the world was different in the past</li> <li>Know and recount episodes from stories about the past</li> <li>Know some of the key decisions people with power have made</li> </ul>	<ul style="list-style-type: none"> <li>Identify reasons why things happened</li> <li>Can describe basic features of the age and its chronological place</li> <li>Know some of the key decisions people with power have made</li> </ul>	<ul style="list-style-type: none"> <li>Explain some causes, eg They could do this because... They wanted to because...</li> <li>Describe a range of features in the period.</li> <li>Become aware of the differences in lifestyle between those with power and those without.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to link causes eg change to farming affected social structures</li> <li>Compare to other ages to spot similarities and differences and identify changes and continuities</li> <li>Link events to key decisions of people with power</li> </ul>	<ul style="list-style-type: none"> <li>Begin to categorise causes eg, pyramids are significant because of region, technology, power of pharaoh</li> <li>Think about different groups of people – which changed? Was it positive or negative change, the extent of change or its permanence?</li> <li>Compare different leadership styles and the impact of who has power</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate causes – which causes are more important than others eg Treaty of Versailles was most important cause, because that caused everything else</li> <li>Evaluating the significance of changes</li> <li>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</li> <li>Identify the concept of dilemma for those with power</li> </ul>
<b>Historical Enquiry</b>	<ul style="list-style-type: none"> <li>Comment on what I have heard and further my understanding by asking relevant questions.</li> <li>Begin to offer explanations for why things might happen.</li> <li>Understand and use vocabulary such as: I can see, I saw, same, different, similar, change, what happened? because, explain?</li> <li>Answer how and why questions about experiences and in response to stories or events.</li> <li>Understand and use vocabulary such as: how, why, because, find out, I wonder what/if/when/why?</li> </ul>	<ul style="list-style-type: none"> <li>Differentiate between personal and living memory and the historical past.</li> <li>Compare adults talking about the past – how reliable are their memories?</li> <li>Use stories to distinguish between fact and fiction</li> <li>Understand how we use sources to help us plan costumes for role play e.g. nativity play. How do we show who is important?</li> <li>Find answers to simple questions about the past from sources of information e.g. artefacts</li> </ul>	<ul style="list-style-type: none"> <li>Know what to use to find out about the past, eg artefacts, pictures</li> <li>Compare 2 versions of a past event</li> <li>Discuss reliability of photos/accounts/stories</li> </ul>	<ul style="list-style-type: none"> <li>Use sources to find things out – what does this source tell me?</li> <li>Identify and give reasons for different ways in which the past is represented</li> <li>Use a range of sources to find out about a period</li> </ul>	<ul style="list-style-type: none"> <li>Combine different pieces of evidence to work something else out</li> <li>Begin to identify who has recorded evidence and how this might impact</li> <li>Ask a variety of questions</li> <li>Use the sentence stem <i>I think...I know... because...</i></li> </ul>	<ul style="list-style-type: none"> <li>Make inferences and draw conclusions eg, evidence of writing and houses would indicate social structure</li> <li>Compare accounts of events from different sources – fact or fiction</li> <li>Develop understanding of viewpoint – was the person recording powerful?</li> <li>Offer some reasons for different versions of events</li> <li>Use the sentence stems <i>This tells me, this suggests</i></li> <li>Begin to produce structured work responses to questions</li> </ul>	<ul style="list-style-type: none"> <li>Judge the usefulness of sources for different enquires.</li> <li>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion</li> <li>Be aware that different evidence will lead to different conclusions</li> <li>Suggest omissions and the means of finding out</li> <li>Bring knowledge gathered from several sources together in a fluent account.</li> <li>Use the sentence stems <i>This may mean, we could conclude</i></li> <li>Select and organise information to produce structured work responses to questions making appropriate use of dates and terms to back a viewpoint</li> </ul>