



# Progression Summary- History

## Continuity & Chronology

## Empathy & Perspective

## Significance & Causation

## Similarities & Differences

R

Supported to organise events using basic chronology.

Begin to understand what the past was like before they were born and recognise how people used to live. Hear and discuss accounts of the past involving people, places and events through storytelling and role play.

Recognise that things happened before they were born. Supported to make sense of their own life story and of past and present. Gained first-hand experience through visiting places locally of historic importance.

Examine and talk about images of familiar situations in the past. Examined artefacts from the past commenting on similarities and differences to modern day equivalents.

1

Begin to remember and recount something learned. Begin to place a set of related events or things that follow each other into an order.

Name and point out who or what something is. Placing yourself in another's position to better understand their motives, decisions and actions. To 'Say what you see'.

Begin to decide upon and choose information considered most important.

Find some similarities and some differences. Distinguish something or someone from others that may be similar. To start to arrange information into particular groups.

2

With confidence remember and recount something learned. Place a set of related events or things that follow each other into an order. Outline or sum up briefly the main points about something.

Name and point out who or what something is with detail. Placing yourself in another's position to better understand their motives, decisions and actions. To say what you see'. Give an account in words of something or someone.

Decide upon and choose that information considered most suitable or relevant. Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others. Thinking and forming ideas about something without necessarily firm evidence yet to back it up – conjecture, supposition

Find similarities and differences. Distinguish something or someone from others that may be similar. Arrange information into particular groups according to shared qualities or characteristics.

3

Arranging events or artefacts in their correct time order. Explain and describe significant events.

Forming ideas about something without firm evidence. Combining a range of ideas and facts from different sources.

Choosing the information that they think is most suitable and relevant. Showing understanding of how or why something happened.

Finding similarities and differences in how people lived at different times. Explain how \_\_\_\_\_ compares with \_\_\_\_\_.

4

Arranging events or artefacts in their correct time order. Explain and describe significant events/ people and how we can find them today.

Forming ideas about something without firm evidence. Combining a range of ideas and facts from different sources. Make justifying judgements from their understanding of what has happened.

With confidence choose information that is most suitable and relevant. Showing understanding of how or why something happened and justify how they know. Explain motives.

Finding similarities and differences in how people lived at different times and link this to modern day.

5

A knowledgeable summing up of the main points or issues about something. Start to transfer of knowledge and/or skills learned in one context to help make sense of a different situation

A personal view or opinion about something supported by factual evidence. Bring together a range of ideas and facts from different sources to develop an argument or explanation for something.

Demonstrate understanding and comprehension of how or why something is the way it is. Start to come up with an idea, question or theory about what they have learnt.

Begin to weigh up and judge the relative importance of something in relation to counter ideas and arguments.

6

A knowledgeable summing up of the main points or issues about something. The transfer of knowledge and/or skills learned in one context to help make sense of a different situation

Bring together a range of ideas and facts from different sources to develop an argument or explanation for something. The capacity to place oneself impartially in another's position to better understand their motives, decisions and actions (even if they are not shared values). Give reasons to show or prove what you feel to be right or reasonable.

Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information. Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth. Review and examine something critically particularly to gain an awareness of its limitations and reliability as evidence.

Weigh up and judge the relative importance of something in relation to counter ideas and arguments.



## Sources

Exposure to an increasing range of sources from different cultures, artefacts, gender, ethnicity and time periods.

Refine the ability to critically evaluate the sources given and use them to make informed judgements.

Increasing range of historical experiences, through the use of external trips to enhance their understanding, external visitors, virtual tours, topic boxes, artefacts etc.