








Hartington C of E Primary School



Progression in History

| | Phase 1 | Phase 2 | Phase 3 |
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| <p>Chronology</p>  | <ul style="list-style-type: none">• Understand and use the words past and present.• Use everyday words and phrases to describe the passing of time.• Sequence events and changes in my own lifetime.• Understand how to sequence events and artefacts such as objects or photographs.• <i>Use historical words and phrases to describe the passing of time including dates and decades</i>• <i>Sequence events and changes in the past.</i>• <i>Understand how to sequence events, people and artefacts in order using a scale.</i> | <ul style="list-style-type: none">• Understand and use the term century and name specific dates.• Understand what a timeline is.• Understand that a timeline can be divided into BC and AD/CE.• Use a timeline to place events I have found out about.• <i>Understand that the past can be divided into time periods.</i>• <i>Name the century and dates of significant events from the past that I know about.</i>• <i>Place events in history approximately in the right place on a timeline.</i>• <i>Understand the importance of a scale when using a timeline</i>• | <ul style="list-style-type: none">• Describe the main changes within a period of history (political, technological and cultural).• Develop a timeline using an appropriate scale.• Place historical events and time periods accurately on a timeline.• <i>I can describe the main changes within a period of history and over different periods of history.</i>• <i>Use previous learning to inform my timeline scale.</i>• <i>Use a timeline to demonstrate changes and developments in culture and technology.</i> |

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| <h2 style="text-align: center;">Accessing Evidence</h2>  | <ul style="list-style-type: none"> • Know what a source is • Use books, stories, photographs, web-sites, pictures, objects, historical visits to help me find out about the past. • Know how to use clues to find out about the past. • <i>Use a source.</i> • <i>Use more than one type of source to find out about an event or a person from the past.</i> • <i>Understand how to use evidence to find out about the past.</i> | <ul style="list-style-type: none"> • I can use multiple sources to find out information. • I know the difference between a primary and secondary source. • I can look at two versions of the same event in history • <i>Evaluate sources in terms of their usefulness.</i> • <i>Identify a primary and secondary source and say which is more reliable.</i> • <i>Look at two versions of the same event in history and identify differences in the accounts.</i> | <ul style="list-style-type: none"> • Choose reliable and useful sources of evidence and start to give reasons. • Give clear reasons why there may be different accounts of history. • <i>Choose reliable sources of evidence and give reasons for my decision.</i> • <i>Understand that it is important to know that some evidence from the past (and present) is propaganda, opinion or misinformation, and that this affects interpretations of history.</i> |
| <h2 style="text-align: center;">Using Evidence</h2>  | <ul style="list-style-type: none"> • Ask questions about the past. (What was it like? What was it used for? Who is it? What were they doing?) • Answer questions about the past. • <i>Ask questions about the past (What was it like for people in the past? What happened in the past? How long ago did an event happen?)</i> • <i>Start to answer questions about the past using evidence to help me.</i> | <ul style="list-style-type: none"> • know what a historical question looks like • Use evidence to start to generate my own questions about the past. • Confidently use evidence to help me answer questions about the past. • <i>Devise my own historical questions</i> • <i>Follow a line of historical enquiry given to me by my teacher.</i> • <i>Choose suitable sources of evidence for my historical enquiry and use them to support my answers.</i> | <ul style="list-style-type: none"> • Analyse, evaluate and refine my own questions • Follow my own line of historical enquiry. • Choose reliable sources of evidence to help me answer questions giving reasons for my choices. • <i>Use sources of information to form testable hypotheses about the past.</i> • <i>Choose reliable sources of evidence to help me answer questions realising that there is often not a single answer to historical questions.</i> • <i>Adapt and refine my line of enquiry.</i> |

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| <p>Historical Communication</p>  | <ul style="list-style-type: none"> • Share what I have found out by telling someone. • Show what I have learnt through drawings, models, art, photographs and drama. • Recount an event. | <ul style="list-style-type: none"> • Orally retell an event from the perspective of having been there. • Use drama to improve my understanding of a historical event. • Present to others what I have found out. • Write a report, diary entry etc. of an event from the perspective of having been there. | <ul style="list-style-type: none"> • Use my historical understanding and empathy to communicate my ideas. • Communicate different viewpoints (orally and written). • Organise a presentation about a historical event, person or source and answer questions about it. • Organise a presentation about a historical event, person or source and lead a discussion. |
| <p>Historical Vocabulary</p>  | <p>now, yesterday, last week, when I was younger, when I was born, when I was a baby, a long time ago, a very long time ago, past, present, before I was born, when my parents/carers were young, before, after, old, new, history, evidence, sequence, museum</p> <p>recently, in ... , during, modern, youngest, oldest, younger, older, next, then, historian, historical, began, diary, source, decade, chronological, artefact, event, account, recount, scale, timeline.</p> | <p>century, BC/AD/CE, civilisation, in thecentury, in thedecade, first-hand account, era, date, time period, Roman times etc., chronology, chronologically, change, civilization, monarchy, parliament, democracy, war, peace, evidence, source, invade, settle, conquest, dig, excavate, archaeology, archaeologist, discoveries, monarch, eye-witness, primary source, secondary source, ancient, enemies, reasons, reliable source, timeline, (line of) enquiry, perspective, empathy, conclusion, evaluate</p> | <p>change, continuity, legacy, political, social, cultural, empire, government, citizen, religious, technological, industrial, ancestor, trade, media, press, propaganda, bias, source reliability, hypotheses, interpretation, analyse, refine, critically, immigration.</p> |