

History Progression - Alton Park Junior School

Intent:

By the end of Year 6, pupils at Alton Park Junior School will:

Aspiration - have developed a curiosity about the past in Britain and the wider world and recognise the range of careers that link to historical skills and knowledge;

Learning - have a secure understanding of a range of historical knowledge and skills, that are built on year by year and sequenced appropriately. These will include:

- a chronological framework of significant events and people;
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence; derived from a range of sources;
- be able to research and interpret evidence, including primary and secondary sources.

Tenacity - have the ability to think critically about history, find evidence, critique it, and use it to support their conclusions, explanations and judgements;

Opportunity - have a desire to embrace challenging activities, including opportunities to undertake research across a range of history topics. They will have access to educational visits and focus days in order to deepen their understanding;

Nurture - develop a context for their growing sense of identity, use knowledge to influence decisions, attitudes and values, and recognise the importance of their own point of view.

Skills and knowledge progression map

	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	<ul style="list-style-type: none"> ● Sequence artefacts closer together in time – check with a reference book. ● Sequence photographs etc. from different periods of their life. ● Describe memories of key events in lives. 	<ul style="list-style-type: none"> ● Place the time studied on a timeline ● Use dates and terms related to the study unit and passing of time. ● Sequence several events or artefacts. 	<ul style="list-style-type: none"> ● Place events from period studied on timeline ● Use terms related to the period and begin to date events ● Understand more complex terms e.g. BC/AD 	<ul style="list-style-type: none"> ● Know and sequence key events of the time studied ● Use relevant terms and period labels ● Make comparisons between different times in the past 	<ul style="list-style-type: none"> ● Place current study on time line in relation to other studies ● Use relevant dates and times ● Sequence up to 10 events on a timeline
Range and depth of historical knowledge	<ul style="list-style-type: none"> ● Recognise why people did things, why events happened and what happened as a result. ● Identify differences between ways of life at different times. 	<ul style="list-style-type: none"> ● Find out about every day lives of people in time studied ● Compare with our life today ● Identify reasons for and results of people’s actions ● Understand why people may have wanted to do something. 	<ul style="list-style-type: none"> ● Use evidence to reconstruct life in the time studied ● Identify key features and events of the time studied ● Look for links and effects in the time studied. ● Offer a reasonable explanation for some events. 	<ul style="list-style-type: none"> ● Study different aspects of different people – differences between men and women ● Examine causes and results of great events and the impact on people ● Compare life in early and late ‘times’ studied ● Compare an aspect of life with the same aspect in another period 	<ul style="list-style-type: none"> ● Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings ● Compare beliefs and behaviour with another time studied ● Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. ● Know key dates, characters and events of time studied
Interpretations of history	<ul style="list-style-type: none"> ● Compare 2 versions of a past event ● Compare pictures or photographs of people or events in the past. ● Discuss reliability of photos/accounts/stories 	<ul style="list-style-type: none"> ● Identify and give reasons for different ways in which the past is represented ● Distinguish between different sources – compare different versions of the same story ● Look at representations of the period – museums, cartoons, etc 	<ul style="list-style-type: none"> ● Look at the evidence available ● Begin to evaluate the usefulness of different sources ● Use written information and historical knowledge 	<ul style="list-style-type: none"> ● Compare accounts of events from different sources – fact or fiction ● Offer some reasons for different versions of events 	<ul style="list-style-type: none"> ● Link sources and work out how conclusions were arrived at ● Consider ways of checking accuracy of interpretations – fact or fiction and opinion ● Be aware that different evidence will lead to different conclusions.

Historical enquiry	<ul style="list-style-type: none"> ● Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. 	<ul style="list-style-type: none"> ● Use a range of sources to find out about a period ● Observe small details – artefacts, pictures ● Select and record information relevant to the study ● Begin to use the library and internet for research 	<ul style="list-style-type: none"> ● Use evidence to build up a picture of a past event ● Choose relevant material to present a picture of one aspect of life in a past time ● Ask a variety of questions ● Use the library and internet for research 	<ul style="list-style-type: none"> ● Begin to identify primary and secondary sources ● Use evidence to build up a picture of a past event. ● Select relevant sections of information ● Begin to use the library and internet for research 	<ul style="list-style-type: none"> ● Recognise primary and secondary sources ● Use a range of sources to find out about an aspect of time past ● Suggest omissions and a means of finding them out ● Bring knowledge gathered from several sources together in a fluent account. ● Confidently use the library and internet for research.
Organisation and communication	<p>Communicate their knowledge through:</p> <ul style="list-style-type: none"> ● Discussion ● Drawing pictures ● Drama/role play ● Making models ● Writing ● Using ICT 		<ul style="list-style-type: none"> ● Recall, select and organise historical information. ● Communicate their knowledge and understanding 	<ul style="list-style-type: none"> ● Select and organise information to produce structured work, making appropriate use of dates and times 	