

Margaret Wix Progression Ladder - History

Purpose of study (National Curriculum 2014)

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time

Aims

- The national curriculum for history aims to ensure that all pupils:
- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Year 1

<i>Chronological Understanding</i>	<i>Historical Enquiry</i>	<i>Knowledge and Interpretation</i>
<p>By the end of year 1, children should be able to:</p> <ul style="list-style-type: none"> • Put up to three objects in chronological order (recent history) on a time line • label timelines with pictures, words or phrases 	<p>By the end of year 1, children should be able to:</p> <ul style="list-style-type: none"> • show some understanding of how people find out about the past • show some understanding of how evidence is collected and used to make historical facts 	<p>By the end of year 1, children should be able to:</p> <ul style="list-style-type: none"> • answer questions using a range of artefacts/ photographs/pictures provided • talk about the different ways that the past is represented • recount some interesting facts from an historical event

<ul style="list-style-type: none"> • tell others about changes that have happened in their own lives since they were born • talk about how things have changed since their parents or grandparents were children • Use dates to talk about people or events from the past (when appropriate) • understand and use vocabulary such as: in order, a long time ago, recently, when my parents/carers, grandparents were children, in the times? 	<ul style="list-style-type: none"> • ask questions such as: What was it like for people? What happened? How long ago • answer questions by using different sources, such as an information book or pictures • understand and use vocabulary such as: questions, find out, evidence, collect, history, information, research, sources, artefacts, objects, historians, investigate 	<ul style="list-style-type: none"> • talk about some important people from the past • talk about how their actions changed the way we do things today • recognise that there are reasons why people in the past acted as they did • tell you how I found out about people or events in the past • find out more about a famous person from the past and carry out some research on him or her • find out something about the past by talking to an older person • recognise that some forms of evidence are more reliable than others when finding out about the past • understand and use vocabulary such as: find out, explain, facts, reasons, events, actions
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Year 2		
<i>Chronological Understanding</i>	<i>Historical Enquiry</i>	<i>Knowledge and Understanding</i>
<p>By the end of year 2 children should be able to:</p> <ul style="list-style-type: none"> • Place events or artefacts in order on a timeline • Label timelines with pictures, words or phrases and give reasons for their order • Make connections between long and short term time scales • Use dates to talk about people or events from the past • Understand and use vocabulary such as: in order, a long time ago, recently, when my parents/carers, 	<p>By the end of year 2 children should be able to:</p> <ul style="list-style-type: none"> • Understand and talk about how people find out about the past • Show an understanding of how evidence is collected and used to make historical facts • Ask questions such as: What was it like for people? What happened? How long ago? • Answer questions by using a specific source, such as an information book 	<p>By the end of year 2 children should be able to:</p> <ul style="list-style-type: none"> • Describe historical events • Describe significant people from the past and talk about what they did • Explain the causes of an historical event and what the consequences were • Explain what impact that significant events from the past have had on the way we live today

<p>grandparents were children, years, decades and centuries, in my lifetime, in my parents'/carers' lifetime, modern, old-fashioned, long term, short term, timeline, time scale, in the period, in times?</p>	<ul style="list-style-type: none"> • Research the life of someone who used to live in my area using the Internet and other sources to find out about them • Research the life of a famous Briton from the past using different resources • Understand and use vocabulary such as: questions, wonder, find out, evidence, collect, points of view, opinion, historical, information, research, sources of information, resources, artefacts, objects, historians, investigate 	<ul style="list-style-type: none"> • Talk about similarities and differences between two different time periods • Explain how local people or events in history have changed things nationally or internationally • Explain why someone in the past acted in the way they did • Choose and use parts of stories or other sources to show an understanding events or people from the past • Explain why Britain has a special history by naming some famous events and some famous people • Talk about what type of evidence is reliable when finding out about the past • Create my own accounts of historical people or events • Understand and use vocabulary such as: find out, explain, reasons, events, causes, consequences, impact, affected, actions, time periods
<p>Experiences: Toy workshop Kings and Queens day (workshop and activities) Visit to Verulamium Museum</p>		
<p>Year 3</p>		
<p><i>Chronological Understanding</i></p>	<p><i>Historical Enquiry</i></p>	<p><i>Knowledge and Understanding</i></p>
<p>By the end of year 3 children should be able to:</p>	<p>By the end of year 3 children should be able to:</p>	<p>By the end of year 3 children should be able to:</p>

<ul style="list-style-type: none"> • Begin to use dates and historical terms to describe events • Begin to use a timeline within a specific time in history to set out the order things may have happened? • Begin to recognise and quantify the different time periods that exist between different groups that invaded Britain • Place events, artefacts and historical figures on a timeline using dates • Begin to understand the concept of change over time, representing this on a time line • Understand and use appropriate historical vocabulary to communicate, including: dates, BC, AD, time period, change, ancient, century, decade 	<ul style="list-style-type: none"> • Begin to use evidence to ask questions and find answers to questions about the past • Begin to suggest suitable sources of evidence for historical enquiry • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history • Begin to recognise the part that archaeologists have had in helping us understand more about what happened in the past • Begin to use research skills in finding out facts about the time period studied • Begin to compare and contrast different forms of evidence • Begin to research what it was like for specific people e.g. children during the time period studied 	<ul style="list-style-type: none"> • Begin to give reasons why certain events happened as they did in history • Begin to talk about why certain people acted as they did in history • Begin to explain how events from the past have helped shape our lives today • Begin to appreciate why Britain would have been an important country to have invaded and conquered • Begin to describe changes that have happened in the locality of the school throughout history • Begin to compare some of the times studied with those of other areas of interest around the world • Begin to describe the social, cultural or religious diversity of past societies • Begin to describe the characteristic features of the past, including beliefs, attitudes and experiences of men, women and children • Begin to describe different accounts of an historical event, explaining some of the reasons why the accounts may differ • Talk about the causes and consequences of some of the main events and changes in history
Year 4		
<i>Chronological Understanding</i>	<i>Historical Enquiry</i>	<i>Knowledge and Understanding</i>
<p>By the end of year 4 children should be able to:</p> <ul style="list-style-type: none"> • Use dates and historical terms to describe events 	<p>By the end of year 4 children should be able to:</p> <ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past • Suggest suitable sources of evidence for historical enquiry 	<p>By the end of year 4 children should be able to:</p> <ul style="list-style-type: none"> • Suggest why certain events happened as they did in history • Suggest why certain people acted as they did in history

<ul style="list-style-type: none"> • Use a timeline within a specific time in history to set out the order things may have happened • Recognise and quantify the different time periods that exist between different groups that invaded Britain • Place events, artefacts and historical figures on a timeline using dates • Understand the concept of change over time, representing this, along with evidence, on a time line • Understand and use appropriate historical vocabulary to communicate, including: dates, time period, era, • change, chronology, ancient, century, • decade 	<ul style="list-style-type: none"> • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history • Recognise the part that archaeologists have had in helping us understand more about what happened in the past • Use research skills to find out facts about the time period studied and compare and contrast different forms of evidence • Research what it was like for different groups, e.g. men, women and children in a given period from the past and use different forms to present my findings 	<ul style="list-style-type: none"> • Explain how events from the past have helped shape our lives today • Begin to appreciate why Britain would have been an important country to have invaded and conquered • Compare some of the times studied with those of other areas of interest around the world • Describe the social, ethnic, cultural or religious diversity of past societies • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children • Describe different accounts of an historical event, explaining some of the reasons why the accounts may differ • Suggest causes and consequences of some of the main events and changes in history
Year 5		
<i>Chronological Understanding</i>	<i>Historical Enquiry</i>	<i>Knowledge and Understanding</i>
<p>By the end of year 5 children should be able to:</p> <ul style="list-style-type: none"> • Use dates and historical terms more accurately in describing events • Place features of historical events and people from past societies and periods in a chronological framework • Create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc • Describe the main changes in a period of history, using terms such as: social, religious and cultural, including some 'tier 3' vocab 	<p>By the end of year 5 children should be able to:</p> <ul style="list-style-type: none"> • Devise historical questions about the period studied • Seek out and analyse a range of evidence in order to justify claims about the past • Understand that no single source of evidence gives the full answer to questions about the past • Test out a hypothesis in order to answer a question • Appreciate how historical artefacts have helped us understand more 	<p>By the end of year 5 children should be able to:</p> <ul style="list-style-type: none"> • Answer historical questions, using information and evidence that they have carefully considered and selected • Understand how our knowledge of the past is constructed from a range of sources • Describe with some detail any historical events from the different periods they have studied • Compare and contrast different historical periods, explaining things

<ul style="list-style-type: none"> • Identify periods of rapid change in history and begin to contrast them with times of relatively little change • Begin to understand the concepts of continuity and change over time, representing them, along with some evidence, on a time line • Begin to make connections and contrasts between different time periods studied and talk about trends over time • Understand and use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade 	<p>about British lives in the present and past</p> <ul style="list-style-type: none"> • Use some different sources of evidence to deduce information about the past • Select suitable sources of evidence, sometimes giving reasons for choices • Give a reason to support a historical argument • Identify propaganda and begin to show my understanding of it • Refine lines of enquiry as appropriate 	<p>that have changed and things which have stayed the same</p> <ul style="list-style-type: none"> • Appreciate that significant events in history have helped shape the country we live in today • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied • Identify continuity and change in the history of the locality of the school • Give a broad overview of life in Britain and some major events from the rest of the world • Begin to make connections, compare and contrast some of the times studied with those of the other areas of interest around the world • Describe the social, ethnic, cultural or religious diversity of past society • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children • Explain how some aspects of history have had an impact elsewhere in the world
Year 6		
<i>Chronological Understanding</i>	<i>Historical Enquiry</i>	<i>Knowledge and Understanding</i>
<p>By the end of year 6 children should be able to:</p> <ul style="list-style-type: none"> • Use dates and historical terms accurately in describing events • Place features of historical events and people from past societies and periods in a chronological framework and 	<p>By the end of year 6 children should be able to:</p> <ul style="list-style-type: none"> • Devise historical questions about change, cause, similarities and differences, and significance relating to the period studied 	<p>By the end of year 6 children should be able to:</p> <ul style="list-style-type: none"> • Answer historical questions, using information and evidence that they have carefully considered and selected, giving reasons for the choices they have made

explain the chronology of events in relation to one another

- Create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc
- Describe the main changes in a period of history, using tier 3 vocab and begin to make links between them
- Identify periods of rapid change in history and contrast them with times of relatively little change
- Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line
- Make connections and contrasts between different time periods studied and talk about trends over time
- Understand and use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy

- Seek out and analyse a wide range of evidence in order to justify claims about the past
- Use sources of information to form testable hypotheses about the past
- Understand that no single source of evidence gives the full answer to questions about the past
- Devise a hypothesis and test it out in order to answer a question
- Appreciate and evaluate how historical artefacts have helped us understand more about British lives in the present and past
- Use a wide range of sources of evidence to deduce information about the past
- Select suitable sources of evidence, giving reasons for choices
- Give more than one reason to support an historical argument
- Identify and explain the meaning of propaganda
- Refine lines of enquiry as appropriate using prior knowledge to support any changes

- Understand how their knowledge of the past is constructed from a range of sources
- Describe in detail any historical events from the different period they have studied.
- Make comparisons and contrasts between historical periods, explaining things that have changed and things which have stayed the same and suggest reasons for the changes
- Appreciate and explain how significant events in history have helped shape the country we have today
- Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied
- Identify continuity and change in the history of the locality of the school and suggest reasons for such change
- Give an overview of life in Britain and some major events from the rest of the world and begin to make links between the two
- Make connections, compare and contrast some of the times studied with those of the other areas of interest around the world
- Describe the social, ethnic, cultural or religious diversity of past society

		<p>and changes that have occurred over time</p> <ul style="list-style-type: none">• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children and how they have changed over time• Explain how some aspects of history have had an impact elsewhere in the world
<p>Experiences: Local history fieldtrip? Natural history museum trip? WW2 workshop? RAF Hendon? Maya workshop?</p>		