

Hoo Progression Steps

History

Yr 1

Chronological Understanding

- Sequence some events or 2 related objects in chronological order
- Uses words and phrases: old, new, young, days, months
- Sequence events and recount changes within living memory
- Remembers parts of stories and memories about the past

Knowledge and understanding of past events, people and changes in the past

- Tell the difference between past and present in own and other people's lives
- Identify some similarities and differences between ways of life in different periods

Historical Interpretation

- Begins to identify and recount some details from the past from sources (e.g. pictures, stories)
- Relate my account of an event and understand that others may give a different version

Historical Enquiry

- Find answers to simple questions about the past from sources of information (e.g. pictures, stories, artefacts)
- Describe simple similarities and differences between artefacts
- Sort artefacts from "then" and "now"
- Ask and answer basic questions about the past

Organisation and Communication

- Shows knowledge and understanding about the past in different ways (e.g. role play, drawing, writing and talking)



Yr 2

Chronological Understanding

- Recount changes in own life over time
- Puts 3 people, events or objects in order using a given scale
- Uses words and phrases such as recently, before, after, now, later
- Uses past and present when telling others about an event.

Knowledge and Understanding of Past Events, People and Changes in the Past

- Uses information to describe the past
- Uses information to describe differences between then and now
- Recounts main events from a significant period in history
- Uses evidence to explain reasons why people in past acted as they did

Historical Interpretation

- Describes significant historical events, people and places on the locality
- Looks at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet).
- Understands why some people in the past did things
- Describes events beyond living memory that are significant nationally or globally
- Describes changes within living memory and aspects of change in national life

Historical Enquiry

- Looks carefully at pictures or objects to find information about the past
- Asks and answers questions such as: 'what was it like for a?', 'what happened in the past?', 'how long ago did.... Happen?'
- Estimates the ages of people by studying and describing their features

Organisation and Communication

- Describes objects, people and events
- Writes own date of birth
- Writes simple stories and recounts about the past
- Draws labelled diagrams and writes about them to tell others about people, events and objects from the past.

Chronological Understanding

- Uses timelines to place events in order
- Understands timeline can be divided into BC and AD
- Uses words and phrases: century, decade

Knowledge and Understanding of Past Events, People and Changes in the Past

- Uses evidence to describe past: houses and settlements; culture and leisure activities' clothes which people wore; buildings and their uses; people's way of life; people's beliefs and attitudes; things of importance to people; the differences between the lives of rich and poor in society
- Uses evidence to find out how any of these may have changed during a time period
- Describes similarities and differences between people, events and objects
- Shows changes on a timeline

Historical Interpretation

- Looks at 2 versions of the same event and identifies differences in the accounts and understands why differences may occur

Historical Enquiry

- Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past
- Ask questions such as 'how did people...? What did people do for.....?
- Suggests sources of evidence to use to help answer questions

Organisation and Communication

- Presents findings about past using speaking, writing, ICT and drawing skills
- Uses dates and terms with increasing accuracy
- Discusses different ways of presenting information for different purposes

Chronological Understanding

- Use words and phrases: century, decade, BC, AD, after, before, during
- Divides recent history into present, using 21st century and the past using 19th and 20th centuries
- Able to name and place dates of significant events from past on a timeline

Knowledge and Understanding of Past Events, People and Changes in the Past

- Shows knowledge and understanding by describing features of past societies and periods.
- Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past
- Give reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period.
- Describes how some of the past events/people affect life today

Historical Interpretation

- Gives reasons why there may be different accounts of history

Historical Enquiry

- Understands the difference between primary and secondary sources of evidence.
- Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past
- Asks questions such as 'what was it like for during?
- Suggests sources of evidence from a selection provided to use to help answer questions.

Organisation and Communication

- Presents findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills
- Uses dates and terms correctly
- Discusses most appropriate way to present information, realising that it is for an audience
- Uses subject-specific words such as monarch, settlement, invader



Chronological Understanding

- Uses timelines to place and sequence local, national and international events
- Sequences historical periods.
- Describes events using words and phrases such as: century, decade, BC, AD, after, before, during Tudors, Stuarts, Victorians, era, period.
- Identifies changes within and across historical periods.

Knowledge and Understanding of Past Events, People and Changes in the Past

- Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world.
- Gives some causes and consequences of the main events, situations and changes in the periods studied.
- Identifies changes and links within and across the time period studied.

Historical Interpretation

- Looks at different versions of the same event and identifies differences in the accounts
- Gives clear reasons why there may be different accounts of history
- Evaluate the usefulness of a variety of sources
- Knows that people (now and in the past) can represent events or ideas in ways that persuade others.

Historical Enquiry

- Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.
- Asks a range of questions about the past
- Chooses reliable sources of evidence to answer questions
- Realises that there is often not a single answer to historical questions.

Organisation and Communication

- Presents structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills
- Uses dates and terms accurately
- Chooses most appropriate way to present information to an audience

Chronological Understanding

- Uses timelines to place events, periods and cultural movements from around the world.
- Uses timelines to demonstrate changes and developments in culture, technology, region and society
- Uses these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today.
- Describe main changes in a period in history using words such as: social, religious, political, technological and cultural.
- Names dates of any significant event studied from past and place it correctly on a timeline.

Knowledge and Understanding of Past Events, People and Changes in the Past

- Chooses reliable sources of factual evidence to describe: house and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people's beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor
- Identifies how many of the above may have changed during a time period
- Gives own reasons why changes may have occurred, backed up with evidence
- Shows identified changes on a timeline
- Describes similarities and differences between some people, events and objects studied
- Describes how some changes affect life today.
- Makes links between some features of the past societies.

Historical Interpretation

- Understands that the past has been represented in different ways
- Suggests accurate and plausible reason for how/why aspects of the past have been represent and interpreted in different ways.
- Knows and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.

Historical Enquiry

- Identifies and uses different sources of information and artefacts
- Evaluates the usefulness and accurateness of different sources of evidence
- Selects the most appropriate source of evidence for particular tasks
- Forms own opinions about historical events from a range of sources

Organisation and Communication

- Presents information in an organised and clearly structured way
- Makes use of different ways of presenting information.
- Presents information in the most appropriate way (e.g. written explanation/tables and charts/labelled diagram)

Makes accurate use of specific dates and terms

