Progression Point

	Chronological understanding	Range and depth of historical knowledge	Interpretations of history	Historical enquiry	Organisation and communication
Year 6	□ Place current study on time line in relation to other studies □ Use relevant dates and terms □ Sequence up to 10 events on a time line	□ 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	□ Link sources and work out how conclusions were arrived at □ Consider ways of checking the accuracy of interpretations – fact or fiction and opinion □ Be aware that different evidence will lead to different conclusions □ Confidently use the library and internet for research	□ Recognise primary and secondary sources □ Use a range of sources to find out about an aspect of time past □ Suggest omissions and the means of finding out □ Bring knowledge gathered from several sources together in a fluent account	□ Select and organise information to produce structured work, making appropriate use of dates and terms.
Year 5	□ Know and sequence key events of time studied □ Use relevant terms and period labels □ Make comparisons between different times in the past	□ 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 lie with the same aspect in another period	□ Compare accounts of events from different sources – fact or fiction □ Offer some reasons for different versions of events	□ · Begin to identify primary and secondary sources □ Use evidence to build up a picture of a past event □ Select relevant sections of information □ Use the library and internet for research with increasing confidence	□ Recall, select and organise historical information □ Communicate their **knowledge and understanding**.
Year 4	□ Place events from period studied on time line □ Use terms related to the period and begin to date events □ Understand more complex terms e.g. BC/AD	□ Use evidence to reconstruct life in time studied □ Identify key features and events of time studied □ Look for links and effects in time studied □ Offer a reasonable explanation for some events	□ Look at the evidence available □ Begin to evaluate the usefulness of different sources □ Use text books and historical knowledge	□ Use evidence to build up a picture of a past event □ Choose relevant material to present a picture of one aspect of life in time past □ Ask a variety of questions □ Use the library and internet for research	
Year 3	□ Place the time studied on a time line □ Use dates and terms related to the study unit and passing of time □ Sequence several events or artefacts	□ Find out about everyday 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	□ 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 – museum, cartoons etc	□ 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	□ Communicate their **knowledge** through: Discussion…. Drawing pictures… Drama/role play.. Making models….. Writing.. Using ICT…
Year 2	□ Sequence artefacts closer together in time - check with reference book □ Sequence photographs etc. from different periods of their life □ Describe memories of key events in lives	□ Recognise why people did things, why events happened and what happened as a result □ Identify differences between ways of life at different times	□ Compare 2 versions of a past event □ Compare pictures or photographs of people or events in the past □ Discuss reliability of photos/ accounts/stories	□ Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.	
Year 1	□ Sequence events in their life □ Sequence 3 or 4 artefacts from distinctly different periods of time □ Match objects to people of different ages	□ Recognise the difference between past and present in their own and others' lives □ They know and recount episodes from stories about the past	□ Use stories to encourage children to distinguish between fact and fiction □ Compare adults talking about the past – how reliable are their memories?	□ Find answers to simple questions about the past from sources of information e.g. artefacts, (see 4a)	

History Long Term Overview			
Year group	Autumn	Spring	Summer
1	**Changes within living memory**		**The lives of significant individuals**
2	**Events beyond living memory that are significant nationally or globally**		**The lives of significant individuals (with local link)**
3	**Egypt/Ancient Civilisation**		**Stone Age to Iron Age/local history**
4	**Ancient Greece**		**Roman Empire & impact on Britain**
5	**Saxons - Vikings settlement in Britain (local link oportunity)**		**Non-European study (Maya, Benin, Islam/Baghdad)**
6	**Themeatic study beyond 1066 (propaganda, crime, leaders)**		