



## Mount Hawke Academy History Curriculum Progression

	KS1		KS2			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Chronological Understanding</b>	<p>Sequence events in their life.</p> <p>Sequence 3 or 4 artefacts from distinctly different periods of time.</p> <p>Match objects to people of different ages.</p>	<p>Sequence artefacts closer together in time - check with reference book.</p> <p>Sequence photographs etc. from different periods of their life.</p> <p>Describe memories of key events in lives.</p>	<p>Place the time studied on a timeline.</p> <p>Use dates and terms related to the study unit and passing of time.</p> <p>Sequence several events or artefacts.</p>	<p>Place events from period studied on timeline.</p> <p>Use terms related to the period and begin to date events.</p> <p>Understand more complex terms e.g. BC/AD.</p>	<p>Know and sequence key events of time studied.</p> <p>Use relevant terms and period labels.</p> <p>Make comparisons between different times in the past.</p>	<p>Place current study on timeline in relation to other studies.</p> <p>Use relevant dates and terms.</p> <p>Sequence up to 10 events on a timeline.</p>
<b>Range &amp; Depth of Historical Knowledge</b>	<p>Recognise the difference between the past and present in their own and others' lives.</p> <p>To know and recount episodes from stories about the past.</p>	<p>Recognise why people did things, why events happened and what happened as a result.</p> <p>Identify similarities and differences between ways of life at different times.</p>	<p>Compare with our life today.</p> <p>Identify reasons for and results of people's actions.</p> <p>Understand why people may have wanted to do something.</p>	<p>Identify key features and significant events of time studied.</p> <p>Look for links and effects in time studied.</p> <p>Offer a reasonable explanation for some events.</p>	<p>Examine causes and results of significant events and the impact on people.</p> <p>Compare life in early and late 'times' studied.</p> <p>Compare an aspect of life with the same aspect in another period.</p>	<p>Compare beliefs and behaviour with another time studied.</p> <p>Understand continuity and change.</p> <p>Write another explanation of a past event in terms of cause &amp; effect using evidence to support and illustrate their explanation.</p> <p>Know key dates, characters and events of time studied.</p>
<b>Interpretations of History</b>	<p>Uses stories to encourage children to distinguish between fact and fiction.</p> <p>Compare adults talking about the past – how reliable are their memories?</p>	<p>Compare two versions of a past event.</p> <p>Compare pictures or photographs of people or events in the past.</p> <p>Discuss reliability of photographs / accounts / stories.</p>	<p>Identify and give reasons for different ways in which the past is represented.</p> <p>Distinguish between different sources – compare different versions of the same story. Look at representations of the period – museum, cartoons etc.</p>	<p>Look at the evidence available.</p> <p>Begin to evaluate the usefulness of different sources.</p> <p>Use textbooks and historical knowledge.</p>	<p>Compare accounts of events from different sources – fact or fiction.</p> <p>Offer some reasons for different versions of events.</p>	<p>Link sources and work out how conclusions were arrived at.</p> <p>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion. Be aware that different evidence will lead to different conclusions.</p>



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<h3>Historical Enquiry</h3>	<p>Find answers to simple questions about the past from sources of information e.g. artefacts.</p>	<p>Use a source – observe or handle sources to answer questions about the past based on simple observations.</p>	<p>Use a range of sources to find out about a period.</p> <p>Observe small details – artefacts, pictures.</p> <p>Select and record information relevant to the study.</p> <p>Begin to use books and the internet for research.</p>	<p>Use evidence to build up a picture of a past event.</p> <p>Choose relevant material to present a picture of one aspect of life in time past.</p> <p>Ask a variety of questions.</p> <p>Use books and the internet for research.</p>	<p>Begin to identify primary and secondary sources.</p> <p>Use evidence to build up a picture of a past event.</p> <p>Select relevant sections of information.</p> <p>Use books and the internet for research with increasing confidence.</p>	<p>Recognise primary and secondary sources.</p> <p>Use a range of sources to find out about an aspect of time past.</p> <p>Suggest omissions and the means of finding out.</p> <p>Bring knowledge gathered from several sources together to form contrasting arguments.</p> <p>Confidently use books and the internet for research.</p>
<h3>Organisation &amp; Communication</h3>	<p>Communicate their knowledge through:</p> <ul style="list-style-type: none"> <li>• Discussion.</li> <li>• Drawing pictures.</li> <li>• Drama / roleplay.</li> <li>• Making models.</li> <li>• Writing.</li> <li>• Using computing.</li> </ul>			<p>Communicate their knowledge and understanding through:</p> <ul style="list-style-type: none"> <li>• Discussion <input type="checkbox"/> Drawing pictures <input type="checkbox"/> Drama / roleplay <input type="checkbox"/> Making models <input type="checkbox"/> Writing <input type="checkbox"/> Using computing <input type="checkbox"/> Recall, select and organise historical information.</li> </ul>	<p>Build on KS2.</p> <p>Select and organise information to produce structured work, making appropriate use of dates &amp; terms.</p>	