



Berkswich CE History - Whole School Phased Progression Grid including the National Curriculum

	Year One and Two	Year Three and Four	Year Five and Six
Investigate and interpret the Past	- Observe or handle evidence to ask questions and find answers to questions about the past. - Ask questions such as: What was it like for people? What happened? How long ago? - Identify some of the different ways the past has been represented. - Use artefacts, pictures, stories, online sources and databases to find out about the past.	- Use evidence to ask questions and find answers to questions about the past. - Suggest suitable sources of evidence for historical enquiries. - Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. - Describe different accounts of a 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.	- Use sources of evidence to deduce information about the past. - Select suitable sources of evidence, giving reasons for choices. - Use sources of information to form testable hypotheses about the past. - Seek out and analyse a wide range of evidence in order to justify claims about the past. - Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. - Understand that no single source of evidence gives the full answer to questions about the past. - Refine lines of enquiry as appropriate.
Build an overview of world history	- Describe historical events. - Describe significant people from the past. - Recognise that there are reasons why people in the past acted as they did.	- Describe changes that have happened in the locality of the school throughout history (Year Three). - Give a broad overview of life in Britain: from ancient to medieval times. - 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 society. - Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	- Give a broad overview of life in Britain and some major events from the rest of the world. - 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 society. - Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
Understand chronology	- Place events and artefacts in order on a timeline. - Label timelines with words or phrases such as: past, present, older and newer. - Use dates where appropriate. - Recount changes that have occurred in their own lives.	- 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 timeline. - Use dates and terms to describe events.	- Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). - 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 timeline. - Use dates and terms accurately in describing events.
Communicate historically	- Use words and phrases such as: a long time ago; recently; when my parents/carers were children; years, decades and centuries to describe the passing of time. - Show an understanding of concepts such as: nation and a nation's history; civilisation; monarchy; parliament; democracy; war and peace.	- Use appropriate historical vocabulary to communicate, including: dates; time period; era; change; chronology. - Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.	- Use appropriate historical vocabulary to communicate, including: dates; time period; era; chronology; continuity; change; century; decade; legacy. - Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. - Use original ways to present information and ideas.