

## History – Progression of skills – Mevagissey Primary School -2022/2023



**Geography - 2022-2023:** Autumn Spring Summer

### Curriculum Intent:

**By the end of Key Stage One**, Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

**By the end of Key Stage Two**, Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Finding out about the past</b>  <b>Enquiry</b>	I can talk about the past and share my experiences.  I can talk about objects from the past. Eg an old teddy bear.	I can compare aspects of the past and present and describe similarities and differences.  I can give reasons for and describe changes that have taken place during living memory.	I can use simple sources of information such as artefacts, photos and books to answer simple questions about the past.  I can use key evidence to support judgements and reasoning made about aspects of the past.	I can use a range of information to ask and answer questions about the past.  I can use interpretations, pictures and written sources to build a picture about the past.  I can give reasons why peoples account of the same event may be different.	I can answer questions about the past selecting information from a wide range of sources.  I can identify different ways in which people have represented and interpreted the past.  I can talk about and offer reasons for an event being interpreted in a	I can select, combine and present information from more than one source.  I can make a reasoned judgement about the validity of the different representations of the past.  I can recognise some of the strengths and limitations in terms of	I can use sound evidence to support enquiry and conclusions.  I can use appropriate terminology and methods to present information about the past.  I can pursue historically valid enquiries including some they have framed themselves.

				I can talk about sources of information that contain negative views and accounts. How reliable are the sources?	range of different ways.  I can give reasons for negative views and accounts in written sources of information.	archaeological evidence.  I can talk about why some written sources may give a negative view or account.	I can identify how and why contrasting arguments and interpretations of the past have been constructed.
<b>Chronology</b> Finding out about the past	I can use simple everyday vocabulary such as <b>old, new, then and now</b> to indicate passing of time. Children to talk about their own life/ people they know.  I can place objects and events in time order.	I can talk about life events and people from beyond living memory. <b>Eg Great fire of London.</b>  I can use historical terms to show passing of time <b>Eg long ago, younger/ older</b>	I can talk with increasing accuracy and detail about events, places and people beyond living memory.  I can use an increasing range of historical terms to describe the passage of time, <b>e.g. modern, past, recent, long ago.</b>  I can place a range of objects, people and events beyond own experiences in time order.	I can use dates and historical terms to describe historical periods, e.g. <b>The Victorians, the Great Fire of London 1666.</b>  I can describe how the past has been divided into different periods of time.  I can use the terms BC and AD to locate dates of invasion and occupation.  I can explain reasons for putting objects, people and events in a particular order.	I can describe the key characteristics and features of a range of different periods of history.  I can describe changes that have taken place within and across historical periods.  I can use historical terms effectively to describe periods within history.  I can place civilisations and events on a timeline showing an understanding of the terms BC and AD.	I can compare and contrast features of historical periods identifying similarities and differences.  I can describe and analyse the impact of change within and between periods in the past.  I can select and organise information making accurate and effective use of dates and terminology when analysing and evaluating	I can extend and deepen chronological knowledge and understanding of British, local and world history.  I can analyse and evaluate the cause and effect of changes that took place in the past.  I can describe the ways in which different types of historical sources are used rigorously to make historical claims.

						historical periods.	
Historical Events	I can talk about my life and other people that I know.	I can talk about my life and those beyond living memory.	I can talk in simple terms about events and people in the past.	I can talk about events and people from the past and compare similar events from past and present. Talk about the impact of these events on people at the time.	I can describe features of historical events. Offer reasons for events from history.	I can compare and contrast different events from different time periods in history.	I can interpret a key historical event and evaluate looking at different view points from the event/ time period.
People in the past and how they lived.	I can describe my home and the way I live. Who my family are/ day to day routines.	I can talk about similarities between their lives and others. Children to talk about the similarities and differences between the lives of people.	I can describe and offer reasons for differences and similarities between lives of people.	I can compare and contrast the way of life for people from different time periods. Children to describe features of life now and in the past from beyond living memory.	I can identify and describe features and characteristics of past societies.  I can compare and describe the characteristics of a range of significant groups from the past, <b>e.g. Romans, Anglo-Saxons etc.</b>  I can compare and analyse the factors that caused change in the past.  I can talk about the impact of change on past societies.	I can describe and make links between a range of past societies.  I can analyse and give reasons for the characteristics of a range of significant groups from the past, <b>e.g. Aztecs and Mayans etc.</b>  I can describe and give reasons for the beliefs held by different societies in the past.  I can compare and contrast the distinctive	I can gain an understanding of the development of Church, state and society in Medieval Britain 1066-1509, then 1509-1745.  I can describe the ideas, political power, industry and empire: Britain, 1745-1901.  I can compare and contrast challenges for Britain, Europe and the wider world 1901 to the present day.

						features of past societies.	
	I can talk about important people in my life and those of people I know.	I can talk about important people beyond living memory using a range of historical vocabulary. (National and International achievements)	<p>I can talk about and describe events in the life of a well-known historical person.</p> <p>I can describe key events in their life from a range of sources of information.</p> <p>I can talk about the actions of, and events in the life of a well-known historical person. <b>EG Florence Nightingale</b></p>	<p>I can use a range of sources of information to find out about a significant historical person from a historical period, <b>e.g. Queen Elizabeth I, Florence Nightingale.</b></p> <p>I can identify and describe key events in their life from a range of sources of information.</p> <p>Talk about and give reasons for the actions of, and events in the life of a well-known historical person.</p>	<p>I can use a range of sources of information to find out about significant historical people from a key historical period, <b>e.g. Charles Darwin and Queen Victoria.</b></p> <p>I can compare and contrast a range of information about a significant historical person.</p>	<p>I can use a wide range of evidence to compare and analyse the lives of significant historical people from the same historical period.</p> <p>I can use a wide range of evidence to compare and analyse the lives of significant historical people from different historical periods.</p>	<p>I can conduct an in depth local study.</p> <p>I can describe a significant society or issue in world history and its interconnections with other world developments.</p> <p>I can use appropriate evidence sources to identify how people's lives have been shaped by people and events.</p>