History Progression at St Minver School

Pupils will have/gain:	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
A chronologically secure knowledge	-Use common words and phrases related to the passage of time.	-Secure and extend the range of vocabulary used to express the passage of time. -The life of a significant British individual.	-Know the chronology, similarities and differences between ways of life in living memory and beyond. -Use a wide vocabulary of everyday historical terms. -Compare two individuals from History to demonstrate how life has changed in different periods.	-Sequence events studied on a timeline. -Understand BC/AD.	-Sequence events studied on a timeline. -Understand and use historical terms such as decade, century, millennium, era.	-Sequence events studied on a timeline. -Use relevant dates and periods to identify the study.	-Sequence events studied on a timeline. -Identify key facts of each period studied and use these to make comparisons between the periods.
An understanding of abstract terms, historical concepts and perspectives	-Changes within their living memory. -A significant local historical event.	-Identify different ways the past is represented in books (on the internet and by artefacts, for example).	-Identify similarities and differences between ways of life in different periods.	-Establish a clear narrative within the period studied. -Explain why some key events happened.	-Establish a clear narrative within the period studied. -Articulate the key events of periods of time studied.	-Establish a clear narrative across the periods studied. -Be able to discuss local history in the context of	-Establish a clear narrative across the periods studied. -Understand how our interpretation of history can

		-Changes within their own and the living memory of others and how this reflects changes in British life. -A significant local historical person.	-Events beyond living memory (Great Fire of London) -A significant local place.			British history studied.	change over time.
Methods of historical enquiry		-Identify some of the ways we find out about the past.	-Ask and answer questions. - Use a range of sources to show they know and understand how we find out about the past.	-Know the difference between fact and opinion. -Understand that our historical knowledge is constructed from a range of sources.	-Make informed responses, organising relevant historical information to do so.	-Devise historically valid questions about change, cause, similarity and difference. -Understand the difference between primary and secondary sources.	-Devise historically valid questions with a deep understanding of the significance of the changes noted. -Use multiple sources to create a meaningful account.