



## History Progression of Knowledge Document

	C1	C2	C3	C4
Content		<p>Changes within living memory.</p> <p>Events beyond living memory that are significant nationally or globally.  <b>Transport through time</b>  <b>The Great Fire of London</b></p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.  <b>James Cook</b>  <b>Grace Darling</b>  <b>Wright brothers</b>  <b>Neil Armstrong</b></p>	<p>Changes in Britain from the Stone Age to the Iron Age.  <b>The Stone Age to the Iron Age</b></p> <p>The Roman Empire and its impact on Britain.  <b>The Romans</b></p> <p>Britain's settlement by Anglo-Saxons.  <b>The Anglo-Saxons</b></p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.  <b>The First Railways in Britain</b>  <b>2<sup>nd</sup> topic</b></p> <p>A local history study.  <b>Mining</b></p>	<p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and an in-depth study.  <b>Ancient Egypt</b>  <b>Shang Dynasty</b></p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.  <b>The Vikings</b></p> <p>A non-European society that provides contrast with British history.  <b>Mayans</b></p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.  <b>Crime and Punishment</b></p> <p>A local history study.  <b>The impact of war in Durham</b></p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the Western world.  <b>Ancient Greece</b></p>



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Chronology		<p>Develop, then demonstrate an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>Show where places, people and events fit into a broad chronological framework.</p> <p>Begin to use dates.</p>	<p>Develop increasingly secure chronological knowledge and understanding of history, local, British and world.</p> <p>Put events, people, places and artefacts on a time- line.</p> <p>Use correct terminology to describe events in the past.</p>	<p>As class 3.</p> <p>Use greater depth and range of knowledge</p>
Historical Terms		<p>Develop, the use a wide vocabulary of historical terms, such as: a long time ago, recently, when my L. were younger, years, decades, centuries</p>	<p>Develop use of appropriate subject terminology, such as: empire, civilisation, monarch</p>	<p>Record knowledge and understanding in a variety of ways, using dates and key terms appropriately</p>
Historical Enquiry		<p>Ask and begin to answer questions about events e.g. When? What happened? What was it like? Why? Who was involved?</p> <p>Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites.</p> <p>Choose and use parts of stories and other sources to show understanding of events.</p> <p>Communicate understanding of the past in a variety of ways.</p>	<p>Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance.</p> <p>Suggest where we might find answers to questions considering a range of sources.</p> <p>Understand that knowledge about the past is constructed from a variety of sources.</p> <p>Construct and organise responses by selecting relevant historical data</p>	<p>Devise, ask and answer more complex questions about the past, considering key concepts in history.</p> <p>Select sources independently and give reasons for choices.</p> <p>Analyse a range of source material to promote evidence about the past.</p> <p>Construct and organise response by selecting and organising relevant historical data.</p>
Interpreting History		<p>Identify different ways that the past is represented, e.g. fictional accounts, illustrations, films, song, museum displays</p>	<p>Be aware that different versions of the past may exist and begin to suggest reasons for this</p>	<p>Understand that the past is represented and interpreted in different ways and give reasons for this</p>



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Continuity and Change		Discuss change and continuity in an aspect of life, e.g. holidays	Describe and begin to make links between main events, situations and changes within and across different periods and societies	As Year 3/4, and Use a greater depth of historical knowledge
Causes and Consequence		Recognise why people did things.  Recognise why some events happened.  Recognise what happened as a result of people's actions or events.	Identify and give reasons for historical events, situations and changes.  Identify some of the results of historical events, situations and changes.	Begin to offer explanations about why people in the past acted as they did.
Similarities / Differences		Identify similarities and differences between ways of life in different periods, including their own lives.	life in different periods, including their own lives For instance: Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual	Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual.
Significance		Recognise and make simple observations about who was important in an historical event/account, e.g. talk about important places and who was important and why.	Identify and begin to describe historically significant people and events in situations.	Give reasons why some events, people or developments are seen as more significant than others.