

PROGRESSION IN HISTORY	Year 3	Year 4
	Term 1: Who built Stonehenge? What was life like in Ancient Greece? Term 2: Local area study – Bradford Pit	
Chronology	place the time studied on a time line (WWII –Bombs Away, Around the World in 80 Days) (incl. Ancient Egypt) sequence events or artefacts use dates related to the passing of time	place events from period studied on a time line use terms related to the period and begin to date events understand more complex terms e.g. BC/AD
Range and Depth of Historical Knowledge	find out about everyday lives of people in time studied compare with our life today identify reasons for and results of people's actions understand why people may have had to do something	use evidence to reconstruct life in time studied identify key features and events look for links and effects in time studied offer a reasonable explanation for some events
Interpretations of History	identify and give reasons for different ways in which the past is represented distinguish between different sources and evaluate their usefulness look at representations of the period – museum, cartoons, etc.	look at the evidence available begin to evaluate the usefulness of different sources use of text books and historical knowledge
Historical Enquiry	use a range of sources to find out about a period observe small details – artefacts, pictures select and record information relevant to the study begin to use the library, e-learning for research ask and answer questions	use evidence to build up a picture of a past event choose relevant material to present a picture of one aspect of life in time past ask a variety of questions use the library, e-learning for research
Organisation and Communication	communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama, mode	-lect data and organise it into a data file to answer historical questions know the period in which the study is set display findings in a variety of ways work independently and in groups
5a. Continuity and change in and between periods	Describe / make links between main events, situations and changes within and across different periods/societies	Describe / make links between main events, situations and changes within and across different periods/societies
5b. Cause and consequence	Identify and give reasons for, results of, historical events, situations, changes	Identify and give reasons for, results of, historical events, situations, changes
5c. Similarity / Difference within a period/situation (diversity)	Describe social, cultural, religious and ethnic diversity in Britain & the wider world	Describe social, cultural, religious and ethnic diversity in Britain & the wider world
5d. Significance of events / people	Identify historically significant people and events in situations	Identify historically significant people and events in situations

by the age of 9 pupils should:

- have knowledge and understanding of some of the main people, events and periods from the history of their locality, Britain and the wider world and be able to place these into different periods of time. They should have knowledge and understanding about some of the different technological, scientific, cultural and aesthetic achievements along with some of the social, political, religious and economic developments from the past.
- be able to demonstrate their understanding of the past by describing some of the differences and similarities between the periods they have studied and by beginning to suggest causes and consequences of the main events and changes. They should be able to make some links and comparisons between periods of history. They should be able to identify some of the different ways in which the past is represented.
- be able to use a range of sources of information to find answers to questions about the past and begin to select relevant information to support their findings. They should understand how we find about the past by using different sources of information.