



Totley All Saints History Progression

- developing historical enquiry through:

Knowledge of: People, events, situations, and developments. Chronology and characteristics features. Historical terms.		Understanding of: Historical evidence Interpretations Cause and consequence Change and continuity Similarity and difference difference Significance	
Themes to develop: Community, Knowledge, Invasion, Civilisation, Power, Democracy			
	Early Years	KS1	KS2
Chronological knowledge / understanding-including characteristic features of periods	<ul style="list-style-type: none">- Use everyday language related to the passing of time.- Order and sequence familiar events.- Talk about past and present events in their own lives and in the lives of family members.	<ul style="list-style-type: none">- Develop an awareness of the past.- Use common words and phrases relating to the passing of time.- Know where all people or events studied fit into a chronological framework.- Identify similarities and differences between time periods.	<ul style="list-style-type: none">- Continue to develop chronologically secure knowledge of history.- Establish clear narratives within and across periods studied.- Note connections, contrasts, and trends over time.
Historical terms	<ul style="list-style-type: none">- Use everyday language related to time.- Extend everyday vocabulary.	<ul style="list-style-type: none">- Use a wide variety of everyday historical terms.- Use a range of common words and phrases relating to the passing of time.	<ul style="list-style-type: none">- Use historical terms and concepts in increasingly sophisticated ways.- Use and understand abstract terms, like 'civilisation'.
Historical enquiry Using evidence / communicating ideas	<ul style="list-style-type: none">- Be curious about people and show interest in stories.- Answer 'how' and 'why' questions in response to stories and events.- Explain own knowledge and understanding, and ask appropriate questions.- Know that information can be retrieved from books and technology.- Record using marks that they can interpret and explain.	<ul style="list-style-type: none">- Ask and answer questions.- Understand some ways we can find out about the past.- Choose and use parts of stories and other sources to show understanding of concepts.	<ul style="list-style-type: none">- Understand primary and secondary sources.Regularly address and sometimes devise historically valid questions.- Understand how knowledge of the past is constructed from a range of sources.- Construct informed responses by selecting and organising relevant historical information.
Interpretations of history		<ul style="list-style-type: none">- Identify different ways in which the past is represented.	<ul style="list-style-type: none">- Understand that different versions of the past may exist, giving some reasons for this.
Continuity and change (in and between time periods)	<ul style="list-style-type: none">- Look at similarities, differences, patterns, and change.- Comment on images of familiar situations in the past and identify similarities and differences with today.	<ul style="list-style-type: none">- Identify similarities and differences between ways of life at different times.	<ul style="list-style-type: none">- Describe / make links between main events and situations and changes within and across different periods / societies.
Cause and consequence	<ul style="list-style-type: none">- Question why things happen and give explanations.	<ul style="list-style-type: none">- Recognise why people did things, why events	<ul style="list-style-type: none">- Analyse / explain reasons for, and results of, historical events, situations, and changes.

		happened and what happened as a result.	
Similarity and difference (within a time period)	- Know about similarities and differences between themselves and others and among families, communities, and traditions.	- Make simple observations about different types of people, events, beliefs within a society.	- Describe social, cultural, religious and ethnic diversity in Britain and the wider world. - To understand that there were similarities and differences in people's experiences in the past (men, women, children, different social status, different ethnicities).
Significance of events and people	- Recognise and describe special times or events for family or friends.	- Know and talk about who was important (ie Mary Anning, David Attenborough, Neil Armstrong, Tim Peake).	- Identify historically significant people and events in situations.