



Totley All Saints History Progression

- developing historical enquiry through:

Knowledge of:

People, events, situations, and developments.
Chronology and characteristics features.
Historical terms.

Themes to develop:

Community, Knowledge, Invasion, Civilisation, Power, Democracy

Understanding of:

Historical evidence
Interpretations
Cause and consequence
Change and continuity
Similarity and difference difference
Significance

	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.