



## Welwyn St. Mary's Progression Ladder for History

	<u>EYFS and NC Areas of study</u>	Historical Knowledge		Historical Enquiry		Historical Concepts		
		Sequencing the past	Constructing the past	Planning and carrying out an enquiry	Using sources as evidence	Continuity and change	Cause and consequence	Significance and interpretation
<b>Year R</b>	<ul style="list-style-type: none"> <li>-Repeat actions that have an effect</li> <li>-Begin to make sense of their own life-story and family's history</li> <li>-Comment on images of familiar situations in the past</li> <li>-Compare and contrast characters from stories, including figures from the past</li> <li>-Talk about the lives of the people around them and their roles in society</li> <li>-Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li> <li>-Understand the past through settings, characters and events encountered in books read in class and storytelling</li> </ul>	<p>Looking at the creation story and importance for Christians.</p> <p>Looking at the story of Lent and its importance to Christians. Discussing what Shrove Tuesday is and how this fits into the story of Lent.</p> <p>Comparing old and new toys, looking at change.</p> <p>Discussing Bonfire night and safety around fireworks.</p> <p>Hearing the story of Christmas and discussing advent and the importance for Christians.</p> <p>Learn the Easter story, how Christians celebrate and why this is an important celebration.</p> <p>Learn about St Andrew's day and the origin.</p>	<p>Exploring New Years' Resolutions and why we do this.</p> <p>Learning about St David's Day and St Patrick's Day and how Welsh and Irish people celebrate. Make Welsh cakes and soda bread.</p>	<p>Comparing old and new toys, looking at change.</p> <p>Discussing Bonfire night and safety around fireworks.</p> <p>Looking at growth and how we have changed over time.</p>				

<p><b>Year 1</b></p>	<p><i>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life:</i></p> <p><b>Seaside Holidays</b></p> <p><i>Significant historical events, people and places in their own locality:</i></p> <p><b>The Victorians (Queen Victoria's visit to open Digsell Viaduct and The Victorian Railways)</b></p>	<p>Sequence 3 or 4 objects or pieces of information from distinctly different periods of time</p>	<p>Use words and phrases such as: <i>now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young</i></p> <p>They know and recount episodes from stories about the past</p> <p>-identify relevant features of particular historical <b>themes, events &amp; people</b> from <b>family, local, national</b> and <b>global history</b>.</p>	<p>Ask and answer a few valid historical questions</p>	<p>Find answers to simple questions about the past from different types of sources of information e.g. artefacts, written, visual and oral sources</p>	<p>Identify a few similarities, differences and changes occurring within a particular topic</p>	<p>Identify at least one relevant <b>cause</b> for, <b>and effect</b> of, several <b>events</b> covered in the topic</p>	<p>Consider one reason why an <b>event</b> or person might be significant.</p> <p>Use stories to distinguish between fact and fiction</p> <p>Compare adults talking about the past - how reliable are their memories?</p>
<p><b>Year 2</b></p>	<p><i>Events beyond living memory that are significant nationally, globally or locally</i></p> <p>1) <b>Great Fire of London &amp; Samuel Pepys</b></p> <p>2) <b>Gunpowder Plot and Guy Fawkes</b></p> <p><i>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to</i></p>	<p>Sequence photographs etc. from different periods of their life</p> <p>Describe memories of key events in their own lives</p> <p>Sequence <b>independently</b> on an <b>annotated timeline</b> a number of objects or</p>	<p>Behaved the way they did, why events happened and what happened as a result</p> <p>Identify differences between ways of life at different times</p> <p>Briefly describe features of particular <b>themes, events</b> and people from <b>family, local, national</b> and <b>global history</b>.</p>	<p>Plan questions and produce answers to a few <b>historical enquiries</b> using historical terminology</p>	<p>Select information <b>independently</b> from several different types of source including written, visual and oral sources and artefacts to answer historical questions.</p>	<p>Identify a few similarities, differences and changes occurring within a particular topic</p>	<p>Identify at least one relevant <b>cause</b> for, <b>and effect</b> of, several <b>events</b> covered.</p>	<p>Identify a range of significant aspects of a <b>theme</b>, society, period or person and offer some <b>comments</b> on why they have selected these aspects.</p> <p>Compare 2 versions of a past event</p> <p>Compare pictures or photographs of people or events in the past</p>

	<p><i>compare aspects of life in different periods</i></p> <p>1) <i>Great explorers (Tim Peake and Ernest Shackleton/Neil Armstrong)</i></p> <p>2) <i>Great artists (Van Gogh and Henry Moore - locality)</i></p> <p>3) <i>Great Women - equal rights: Suffragette- Constance Bulwer-Lytton and women factory workers at Ford Dagenham - locality</i></p> <p><i>Or Mary Seacole and Edith Cavell</i></p>	<p>events related to themes, events, periods and people of the topic they are learning about.</p>						<p>Discuss reliability of photos/ accounts/stories</p>
<p><b>Year 3</b></p>	<p><b>Changes in Britain from the Stone Age to the Iron Age</b></p> <p><b>Ancient Greece - a study of Greek life and achievements and their influence on the western world</b></p>	<p>Place both the times studied on a time line and link across to each period studied</p> <p>Use dates and terms related to the study unit and passing of time</p> <p>Sequence several events or artefacts</p>	<p>Find out about everyday lives of people in the time period studied to establish a clear narrative within and across the periods they study.</p> <p>Identify details from several <b>themes</b>, societies, <b>events</b> and significant people covered in <b>local</b>, <b>national</b> and <b>global history</b></p>	<p>Ask valid questions for historical enquiries and answer them using a number of sources.</p>	<p>Use a range of sources to find out about a period</p> <p>Observe small details in artefacts and pictures</p> <p>Select and record information relevant to the study. Begin to use written texts and internet for research</p>	<p>Describe some similarities, differences and changes occurring within topics studied in history to date.</p>	<p>Describe some relevant <b>causes</b> for, <b>and effects</b> on, some of the key <b>events</b> and developments covered.</p>	<p>Identify and give reasons for different ways in which the past is represented</p> <p>Distinguish between different sources - compare different versions of the same story</p> <p>Select what is most significant in a historical account</p>

<p><b>Year 4</b></p>	<p><b>The Roman Empire and its impact on Britain (and on Welwyn Village)</b></p> <p>A local history study - transport and its impact on Welwyn Village</p>	<p>Place events from periods studied on time line and link back to prior studied</p> <p>Use terms related to the period and begin to date events</p> <p>Understand more complex terms incl. BC/AD</p>	<p>Use evidence to reconstruct life in period studied and to identify key features and events of those times</p> <p>Offer a reasonable explanation for some events</p> <p>Identify details from <b>local, national and global history</b> to demonstrate some overall awareness of <b>themes, societies, events</b> and people</p>	<p>Devise, <b>independently</b>, a range of historically valid questions for a series of different types of enquiry and answer them with <b>substantiated</b> responses.</p>	<p>Use evidence to build up a 'picture' of a past event</p> <p>Choose relevant material to present an image of an aspect of life in the past</p> <p>Ask a variety of questions of the evidence presented</p> <p>Use written sources and internet for research</p>	<p>Make valid statements about the main similarities, differences and changes occurring within topics.</p>	<p><b>Comment</b> on the importance of <b>causes and effects</b> for some of the key <b>events</b> and developments within the topics.</p>	<p>Look at the evidence available</p> <p>Begin to evaluate the usefulness of different sources Use text books and historical knowledge</p> <p>Explain why some aspects of historical accounts, <b>themes</b> or periods are significant.</p>
<p><b>Year 5</b></p>	<p><b>Britain's settlement by Anglo-Saxons and Scots</b></p> <p><b>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</b></p> <p><b>The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of Ancient Egypt (Africa)</b></p> <p><b>Knowledge of geography of Egypt</b></p>	<p>Know and sequence key events of the period studied</p> <p>Sequence with some independence most of the significant <b>events</b>, societies and people within the topics covered using appropriate dates, period labels and terms</p> <p>Link to previous topic studied</p>	<p>Examine causes and outcomes of great events and the impact on people</p> <p>Study differences between men and women's roles</p> <p>Compare life in early and late 'times' studied</p> <p>Compare an aspect of life with the same aspect in another period previously studied</p> <p>Understand some features associated with the <b>themes</b>, societies, people and <b>events</b>.</p>	<p>Reach a valid conclusion based on devising and answering questions relating to a <b>historical enquiry</b>.</p>	<p>Begin to identify primary and secondary sources</p> <p>Use evidence to build up a picture of a past event</p> <p>Select relevant sections of information</p> <p>Accept and reject sources based on valid criteria when carrying out particular enquiries</p>	<p>Provide valid reasons why some <b>changes and developments</b> were important within topics studied in KS2</p>	<p>Place several valid <b>causes and effects</b> in an order of importance relating to <b>events</b> and developments</p>	<p>Identify different interpretations for events, developments and people in the topics covered</p> <p>Compare accounts of events from different sources - deciding if it is fact or fiction</p> <p>Describe the significant issues in the topics covered</p>

**Year  
6**

**A non-European society that provides contrasts with British history - the Mayan civilization**

**A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - a significant turning point in British history: The Battle of Britain**

Place current study on timeline in relation to other studies previously undertaken

Use relevant dates and terms

Sequence with independence the key **events**, objects, **themes**, societies and people within the period studied

Find out about the beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings

Compare beliefs and behaviour with another time studied Use evidence to support and illustrate their thinking Know key dates, characters and events of time studied.

Provide **overviews** of the most significant features of different **themes**, individuals, societies and **events** covered.

Reach a valid and **substantiated** conclusion to an **independently** planned and investigated enquiry with suggestions for development or improvement.

Recognise primary and secondary sources Use a range of sources to find out about an aspect of time past

Suggest omissions and the means of finding out Bring knowledge gathered from several sources together in a fluent account

Evaluate **independently** a range of sources for **historical enquiries** considering factors such as purpose, audience, accuracy, reliability and how the source was compiled.

Compare similarities, differences and changes within and across some topics, e.g. in terms of importance, progress or the type and nature of the change.

Explain the role and significance of different **causes and effects** of a range of **events** and developments

Link sources and work out how conclusions were arrived at

Consider ways of checking the accuracy of interpretations - fact or fiction and opinion Be aware that different evidence will lead to different conclusions

Explain reasons why particular aspects of a historical event, society, development or person were of particular significance

Explain how and why it is possible to have different interpretations of the same event or person.