

Howard Parks History Progression

key concepts that underpin all historical enquiry, developed through regular re-visiting in a range of contexts:			
Concept	FS	KS1	KS2
<p>Continuity and change in and between periods</p> <p>The concept of 'change and continuity' can be described as '<i>understanding how and why change occurs in history, why and how things stay the same and analysing trends across time</i>'.</p>	<ul style="list-style-type: none"> · Look closely at similarities, differences, patterns and change · Develop understanding of growth, decay and changes over time 	<ul style="list-style-type: none"> · Identify similarities / differences between ways of life at different times 	<ul style="list-style-type: none"> · Describe / make links between main events, situations and changes within and across different periods/societies
<p>Cause and consequence</p> <p>The concept of 'cause and consequence' can be described as '<i>the identification and description of reasons for and results of historical events, situations and changes studied in the past</i>'.</p>	<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 happened and what happened as a result 	<ul style="list-style-type: none"> · Identify and give reasons for, results of, historical events, situations, changes
<p>Similarity / Difference within a period/situation (diversity)</p> <p>The concept of 'similarity and difference' can be described as '<i>the ability to identify and explain similarities within and across periods and societies studied</i>'.</p>	<ul style="list-style-type: none"> · Know about similarities and differences between themselves and others, and among families, communities and traditions 	<ul style="list-style-type: none"> · Make simple observations about different types of people, events, beliefs within a society 	<ul style="list-style-type: none"> · Describe social, cultural, religious and ethnic diversity in Britain & the wider world

<p>Significance of events / people</p> <p>The concept of 'historical significance' can be described as '<i>understanding and suggesting reasons why events, periods, societies and people may be considered historically significant</i>'.</p> <p>'An event/development is significant if they are: -</p> <ul style="list-style-type: none"> -Remarkable – it was remarked upon by people at the time and/or since -Remembered – it was important at some stage in history within the collective memory of a group or groups -Resulted in change – it had consequences for the future -Resonant – people like to make analogies with it; it is possible to connect with experiences, beliefs or situations across time & space -Revealing – of some other aspect of the past'. 	<ul style="list-style-type: none"> · Recognise and describe special times or events for family or friends 	<ul style="list-style-type: none"> · Talk about who was important eg in a simple historical account 	<ul style="list-style-type: none"> · Identify historically significant people and events in situations
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Howard Parks Progression in Chronological Understanding	
FS	<ul style="list-style-type: none"> -Use everyday language related to time. -Order and sequence familiar events -Describe main story settings, events, and principal characters -Talk about the past and present events in their own lives and in lives of family members
Year 1	<ul style="list-style-type: none"> -Can use words like old and new and a long time ago developing an awareness of the past -Can tell me about things that happened when they were little -Can explain how they have changed since they were born -Can use words and phrases like very old; when mummy and daddy were little. -Can put up to three objects in chronological order (recent History) -Can recognise a story that is read to them may have happened a long time ago -Know that some objects belong in the past -Can retell a familiar story set in the past
Year 2	<ul style="list-style-type: none"> -Can use words and phrases like; before I was born, when I was younger -Can use words and phrases like; before, after, past, present, then, and now in their historical learning. -Can use words past and present correctly -Can use a range of appropriate words and phrases to describe the past. -Can sequence a set of events in chronological order and give reasons for their order -Can recognise a story that is read to them may have happened a long time ago. -Can recognise where the people/events studied fit into a chronological framework -Can recognise similarities and differences between periods.
Year 3	<ul style="list-style-type: none"> -Can describe events and periods using the words; BC, AD and decade -Can describe events from the past using dates when things happened. -Can describe events and periods using the words; ancient and decade, century -Can use a timeline within a specific time in history to set out the order things may have happened -Can use their mathematical knowledge to work out how long ago events would have happened
Year 4	<ul style="list-style-type: none"> -Can plot recent history on a timeline using centuries -Can place periods of history on a timeline showing periods of time -Can use their mathematical skills to round up time differences into centuries and decades -Can begin to build up a picture of what main events happened in Britain during different centuries
Year 5	<ul style="list-style-type: none"> -Can begin to build up a picture of what main events happened in Britain/the world during different centuries -Can use dates and historical language in their work -Can draw a timeline with different time periods outlined which show different information, such as; periods of history, when famous people lived etc -Can use their mathematical skills to work exact time scales and differences as need be

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-Can say where a period of history fits on a timeline
-Can place a specific event on a timeline by decade
Can place features of historical events and people from past societies and periods in a chronological framework

Howard Parks Progression in Historical Enquiry	
FS	<ul style="list-style-type: none"> -Be curious about people and show interest in stories -Answer 'how' and 'why' questions in response to stories or events -Explain own knowledge and understanding, and asks appropriate questions -Know that information can be retrieved from books and computers -Record using marks they can interpret and explain
Year 1	<ul style="list-style-type: none"> -Can ask and answer questions about old and new objects -Can understand some of the ways we find out about the past -Can spot old and new things in a picture -Can answer questions using an artefact/photographs -Can give a plausible explanation about what an object was used for in the past.
Year 2	<ul style="list-style-type: none"> -Can understand some of the ways we find out about the past -Choose and use parts of stories and other sources to show understanding of concepts; <i>continuity & change, cause and consequence, similarity and difference, significance, evidence, interpretations</i> -Can find out something about the past by talking to an older person -Can answer questions by using a specific source, such as an information book -Can research the life of someone who used to live in their area using internet and other sources to find out about them -Can research the life of a famous Briton from the past using different resources to help them
Year 3	<ul style="list-style-type: none"> -Can recognise the part that archaeologists have had in helping us to understand more about what happened in the past -Can use various sources of evidence to answer questions about the past -Can use various sources to piece together information about a period in history -Can research a specific event from the past -Can research thoroughly to identify similarities and differences between given periods in history -Can use their 'information finding' skills in writing to help them write about historical information
Year 4	<ul style="list-style-type: none"> -Can give more than one reason to support an historical argument. -Can communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out. -Can research two versions of an event and say how they differ -Can research what it was like for a person in a given period from the past and use photographs and illustrations to present their findings.
Year 5	<ul style="list-style-type: none"> -Can test out a hypothesis in order to answer a question -Appreciate how historical artefacts have helped us understand more about lives in the present and past

Year 6

- Can suggest why certain events, people and changes might be seen as more significant than others
 - Can pose and answer their own historical questions
 - Understand how WW2 effected their local area
 - Can look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint
- Can identify and explain their understanding of propaganda
- Can describe a key event from Britain's past using a range of evidence from different sources.

Howard Parks Progression in Historical Interpretation	
FS	Children are beginning to identify a way in which the past is represented such as photographs.
Year 1	Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented. Children are beginning to identify a way in which the past is represented such as artefacts, photographs and stories.
Year 2	Children are beginning to identify a way in which the past is represented such as photographs, stories and films Children start to use stories or accounts to distinguish between fact and fiction. Children start to compare two versions of a past event. Children explain that there are different types of evidence and sources that can be used to help represent the past.
Year 3	Children should understand how our knowledge of the past is constructed from a range of sources. Children show knowledge and understanding of some of the main events, people and changes studied. Children look at more than two versions of the same event or story in history and identify differences.
Year 4	Children should understand how our knowledge of the past is constructed from a range of sources. Children begin to show some understanding that aspects of the past have been represented and interpreted in different ways. Children look at more than two versions of the same event or story in history and identify differences. Children investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.
Year 5	Children show some understanding that aspects of the past have been represented and interpreted in different ways. Children find and analyse a wide range of evidence about the past; Children use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; Children consider different ways of checking the accuracy of interpretations of the past.
Year 6	Children know that some events, people and changes have been interpreted in different ways and suggest possible reasons for this. Children find and analyse a wide range of evidence about the past. Children use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past. Children consider different ways of checking the accuracy of interpretations of the past. Children start to understand the difference between primary and secondary evidence and the impact of this on reliability. Children show an awareness of the concept of propaganda. Children know that people in the past represent events or ideas in a way that may be to persuade others. begin to evaluate the usefulness of different sources.