

Radford Academy  
Progression of concepts in History

Concept	R	Year 1	Year2	Year 3	Year 4	Year 5	Year 6
Chronological awareness	<p>Begin to understand my own personal timeline e.g. when my birthday is.</p> <p>Describe the changes in seasons.</p>	<p>Begin to use appropriate terminology such as past then and now yesterday, last week, when I was younger.</p> <p>Organise simple pictures with my own experience.</p>	<p>Identify similarities and differences between my life and events studied.</p> <p>Recognise that dates are used to identify why events in the past happened.</p> <p>Recount changes in my own life over time.</p> <p>Use a timeline to place important events.</p>	<p>I am aware of the different periods from the past and can identify some of the similarities and differences between these periods.</p> <p>Understand that a timeline can be divided into AD and BC.</p>	<p>Describe and compare different periods from the past.</p> <p>I am aware of how people's lives have shaped this nation.</p> <p>Describe the main changes in a period of history.</p>	<p>Describe significant features from time periods and know how Britain has influenced and been influenced by the wider world.</p>	<p>Make appropriate use of dates and specialist terms.</p> <p>Order significant events, movements and dates on a timeline.</p> <p>Understand how some historical events occurred concurrently in different locations.</p>
Knowledge and understanding	<p>Describe changes in the world around me.</p>	<p>Compare historical periods using the terms then and now and identify changes within these</p>	<p>Begin to give simple reasons why changes occurred.</p>	<p>Have knowledge and understanding of some of the main events people and changes from the past.</p>	<p>Make connections between local, regional, national and</p>	<p>Understand why some civilisations have been successful and why</p>	<p>Identify features and make links between past societies and periods.</p>

		<p>certain time periods.</p> <p>Recall some facts why the people may have acted the way they did.</p>	<p>Draw simple conclusions and deduce information about the past from pictures and information.</p>	<p>Use evidence to describe the culture and leisure activities from the past.</p> <p>Use evidence to describe the life style of people in the past.</p>	<p>international history.</p> <p>Explain some of the main events and give reasons for, and results of, the changes</p>	<p>others have not</p> <p>Choose reliable sources of information about the past. Give my own reasons why an event occurred backed up by evidence.</p> <p>Describe how events in the past have influenced life today.</p>	<p>Draw on my depth of factual knowledge and understanding of Britain and the wider world. Choose reliable sources of information.</p> <p>Make links between some of the features of past society (religion, houses, society and technology).</p>
<p><b>Organise evaluate and communicate information</b></p>	<p>Use pictures and simple words</p>	<p>Find information about the past from pictures.</p>	<p>Begin to understand that information on the past may differ.</p>	<p>Identify some of the different ways in which the past is represented.</p>	<p>Understand that aspects of the past have been represented and</p>	<p>Begin to make use of dates and terms to structure my work.</p>	<p>Understand the methods of historical enquiry, including how evidence is</p>

		Write simple sentences about a period in time.  Tell stories about the past.	Connect ideas and give simple phrases as to why an event occurred.  Describe an event using time markers to show structure.	Communicate ideas about the past using different genres of writing, drawing, diagrams, data handling, drama, roleplay and using ICT.	interpreted in different ways.  Communicate ideas about the past using different genres of writing, drawing, diagrams, data handling, drama, roleplay and using ICT.	Evaluate sources and identify those that are useful to the task.  Plan and present a self directed project about the studied period.	used and discover how and why contrasting arguments and interpretations of the past have been constructed
<b>Understanding historical concepts</b>		Give a simple explanation to a consequence of an action as a result of an event or an individual.	Give more than 1 effect of an event and provide explanations	Give reasons for and results of the main events and changes using simple concepts such as cause and effect	Understand more complex, abstract concepts	Understand historical concepts and use them to make connections, draw contrasts, analyse trends and ask	Use historical concepts to create my own structured accounts, including written narratives and analysis

						questions about the past	
Historical enquiry		Find simple answers to questions using different sources.	Identify different ways the past is represented using a variety of sources to answer a question.  Handle and pose questions about an artefact.	Use a variety of documents, printed sources, artefacts, the internet, databases pictures etc as evidence about the past.	Think of a variety of questions about a topic and choose the most relevant sources/ artefacts to create a picture of the past.	I know that there is often not a single answer to historical questions.  Begin to recognise primary and secondary sources.  Research a topic from the past with increasing confidence.	Investigate my own lines of enquiry by posing a question and pulling together a variety of sources to create a fluent account of a past event.  Recognise primary and secondary sources and discuss reliability of the sources with increasing detail.

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Vocabulary	Old, new, past ago ,family tree	a long time ago when I was little past since I was born famous celebrate event(s) queen king rule years difference object artefact picture photograph explain used for	before I was born when I was younger before/after past/present then/now sequence chronological order earlier later local area historical event when grandparents were young Britain parliament older person source research Briton	BC/AD decade ancient century timeline period Brits settlers settlement invaders/invasion conquer(ed) combat archaeologists excavate evidence similarities/ differences information finding skills historical information historian	recent history time difference shape our lives religious differences wealthy poor items accurate picture of the past version historical argument point of view	comparison role of Britain Christian values crime punishment hypothesis propaganda	societies summarise major influence world history civilizations changes/ continuity persuade viewpoint advancements causes in history British Empire helped/ hindered relationships mono-cultural/ multi-cultural society interpretations significant
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