

Cantrell Primary School History Curriculum

Our mission: At Cantrell, we want History to fire children's curiosity about the past in Britain and the wider world and help them to understand the diversity of the human experience. We aim to to develop their historical curiosity with a sound understanding of where they fit into the world and into history, using relevant historical sources to support reading and language development.

Progression Map of Historical Enquiry

	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1. Chronology  Know the order of key events from the time periods studied, and be aware of how different time periods relate to each other	<p>I can retell a simple past event</p> <p>I can talk about past and present events in my own life</p> <p>I can retell a past event in the correct order adding more detail to what I tell</p> <p>I can talk about past and present events in my own life and in the lives of family members with increasing detail</p>	<p>I can place up to three objects in chronological order on a time line</p> <p>I can tell others about changes that have happened in my own life since I was born</p>	<p>I can place more than three objects in chronological order on a time line</p> <p>I can label timelines with pictures, words, photos and phrases</p> <p>I can use dates when describing key events that have happened in my living memory</p>	<p>I can place current topic of study on a time line in relation to other time periods.</p> <p>I can use dates and historical terms to describe events and the passing of time</p> <p>I can begin to understand more complex terms such as BCE/AD</p>	<p>I can place up to 10 events from a period studied on a time line</p> <p>I can use terms related to the period to date events</p> <p>I can understand and use more complex terms such as BCE/AD</p>	<p>I can place current study on time line in relation to other studies accurately</p> <p>I know and can sequence all key events of time studied</p>	<p>I can place current study on time line in relation to other studies using relevant dates and terms accurately</p> <p>I can accurately sequence all key events of time studied on a time line using the appropriate vocabulary</p>

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<p>2. Cause and Consequence</p> <p>←→</p> <p>Identify, describe reasons for and results of historical events, situations and changes studied in the past</p>	<p>I am beginning to ask questions as to why things happen using questions</p> <p>I understand that actions have consequences</p>	<p>I understand that events in the past are caused as a result of other events</p>	<p>I recognise why people did things, why events happened and what happened as a result.</p>	<p>I recognise and explain why people did things, why events happened and what happened as a result, using the terms cause and consequence</p>	<p>I can list a range of different causes for and consequences of a significant event in history, and discuss and evaluate their impact</p>	<p>I can write a detailed explanation of a past event in terms of cause and consequence using evidence to support their explanation</p>	<p>I can write detailed explanations of a range of past events in terms of cause and consequence using evidence to support and illustrate their explanation</p>

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<p>3. Significance</p>  <p>Understand why some events, individuals, situations, changes, societies and periods are considered significant.</p>	<p>I can talk about who is important in my life today</p> <p>I can talk about important family members just beyond living memory</p> <p>I can recognise and describe important events for my family or friends</p>	<p>I can name and describe important people from the past</p> <p>I can begin to explain why these people were important</p>	<p>I can identify important people and events from the past</p> <p>I can explain why these people and events were important</p>	<p>I can use the term 'significant', and know what makes an event or person significant</p>	<p>I can identify historically significant people and events and explain why they were significant</p> <p>I can compare two significant events within the time periods studied</p>	<p>I can explain clearly and in detail the significance of historical situations, events, developments and individuals</p> <p>I can compare significant events in the past with events today</p>	<p>I can compare the significance of events, development and people across topics and time periods</p> <p>I can explain why someone or an event is still significant today</p>

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<p>4. Similarities and Differences</p>  <p>Identify and explain similarities and differences within and across different time periods and societies</p>	<p>I say what is the same and what is different in a range of situations in my everyday life</p> <p>I am aware of the similarities and differences between myself and others, and among families, communities and traditions</p>	<p>I am beginning to recognise the difference between past and present when speaking about my own life and how things have changed</p> <p>I can sort images of similarities and differences within the time period studied</p>	<p>I make simple observations about different types of people and events within a time period</p> <p>I can sort images of similarities and differences within the time period studied and label how they are different/similar</p>	<p>I can compare the similarities and differences between two different groups of people who lived in the past</p> <p><i>(list similarities and differences between Anglo Saxon and Viking life)</i></p>	<p>I can describe a range of similarities and differences between different groups of people within the topics I am studying</p> <p><i>(write a paragraph to explain the similarities and differences between the Roman and the Celtic army)</i></p>	<p>I can describe and explain the similarities and differences between the different experiences of groups of people within the time period studied and the reasons why these existed</p> <p><i>(write an extended paragraph explaining how the role of women changed during WW2, and contrast this with the roles of men before and after the war, giving reasons for these differences' changes)</i></p>	<p>I can describe and explain the similarities and differences between the different attitudes and beliefs of groups of people within the time period studied and the reasons why these existed</p> <p>I understand why similarities and differences between time periods, cultures and the treatment of different groups of people is relevant to my own life</p> <p><i>(write an extended paragraph or 2 explaining how the attitudes and beliefs of the Victorian elite affected the poor and lower classes and why and how these attitudes gradually changed over time for example)</i></p>

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<p>5. Source Enquiry and interpretation</p>  <p>Understand that our knowledge of the past is built upon a wide range of sources, and understand how to approach and use historical evidence as part of an enquiry</p> <p>Understand and suggest reasons why contrasting arguments and interpretation of the past have been constructed</p>	<p>I enjoy representation of the past, enjoying stories and photos</p> <p>I can begin to ask simple questions relating to the past (how, why)</p> <p>I enjoy representation of the past, enjoying stories and photos</p> <p>I am beginning to look closely at similarities and difference, patterns and change in the world</p>	<p>I am beginning to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) (photos, BBC website)</p>	<p>I understand and talk about how people find out about the past</p> <p>I begin to talk about how these sources were made and if I can use them as a historian to help me</p> <p>I am able to research the life of someone who used to live using the Internet and other sources to find out about them such as an information book</p>	<p>I am beginning to use a range of primary and secondary sources to find out about a period</p> <p>I am able to choose relevant material to present a picture of one aspect of life in time past</p> <p>I understand that there are different versions of the same event in the past</p>	<p>I use evidence from a range of primary and secondary sources to build up a picture of a past event</p> <p>I can compare two accounts of the same event (secondary source) and explain how these have interpreted the events differently</p>	<p>I begin to identify primary and secondary sources and know the difference between them</p> <p>I begin to question sources and their validity</p> <p>I can compare two accounts of the same event (secondary source) and explain how these have interpreted the events differently and explore possible reasons why</p>	<p>I recognise and use a range of primary and secondary sources selecting primary or secondary, deciding what is useful or not</p> <p>I analyse sources, explaining why they may or may not be useful and what we can learn from them</p> <p>I can compare two primary accounts of the same event or experience and explain how these differ and why</p>



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