

## Bournville Primary School Learning Progression in History KS1a

K, S & U	CHANGES IN PUPIL'S OWN LIVES AND OTHER' AROUND THEM; THE WAY OF LIFE OF PEOPLE IN THE MORE DISTANT PAST; LIVES OF SIGNIFICANT MEN OR WOMEN FROM THE PAST; PAST EVENTS FROM HISTORY
1. Chronological Understanding	<ul style="list-style-type: none"> <li>• I understand the difference between things that happened in the past and the present.</li> <li>• I know about things that happened to me in the past.</li> <li>• I know some things that happened to other people in the past.</li> <li>• I understand how to put a few events or objects in order of when they happened.</li> <li>• I use words and phrases such as: 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.</li> </ul>
2. Knowledge & Understanding of Past Events, People and Changes in the Past	<ul style="list-style-type: none"> <li>• I have found out some facts about people long ago. (Before living memory.)</li> <li>• I have found out some facts about events that happened long ago.</li> <li>• I can say why people may have acted as they did.</li> </ul>
3. Historical Interpretation	<ul style="list-style-type: none"> <li>• I have looked at books to help me find out about the past.</li> <li>• I have listened to stories about the past.</li> </ul>
4. Methods of Enquiry	<ul style="list-style-type: none"> <li>• See 3a, above</li> <li>• I look at pictures and ask, "Which things are old and which are new?"</li> <li>• I answer questions about events, using 'before' and 'after' to describe when something happened.</li> <li>• I look at objects from the past and ask, "What were they used for?" and try to answer.</li> <li>• I look at pictures from the past and ask, "What were people doing?"</li> </ul>
5. Organisation & Communication	<ul style="list-style-type: none"> <li>• I can sort events or objects into groups (Then and now.)</li> <li>• I can say when my birthday is.</li> <li>• I use time lines to order events or objects.</li> <li>• I tell stories about the past. (Sometimes using role-play.)</li> <li>• I write in sentences things I have found out about the past.</li> <li>• I draw pictures and write about them to tell others' about the past.</li> </ul>

## Bournville Primary School Learning Progression in History KS1b

K, S & U	CHANGES IN PUPIL'S OWN LIVES AND OTHER' AROUND THEM; THE WAY OF LIFE OF PEOPLE IN THE MORE DISTANT PAST; LIVES OF SIGNIFICANT MEN OR WOMEN FROM THE PAST; PAST EVENTS FROM HISTORY
1. Chronological Understanding	<ul style="list-style-type: none"> <li>• I understand and use the words past and present when telling others about an event.</li> <li>• I can recount changes in my own life over time.</li> <li>• I understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me.</li> <li>• I use words and phrases such as: recently, when my parents/carers were children, decades, and centuries.</li> </ul>
2. Knowledge & Understanding of Past Events, People and Changes in the Past	<ul style="list-style-type: none"> <li>• I have used information to describe the past.</li> <li>• I use information I have found out about the past to describe the differences between then and now.</li> <li>• I look at evidence to give and explain reasons why people in the past may have acted in the way they did.</li> <li>• I can recount the main events from a significant event in history. (Giving some interesting details)</li> </ul>
3. Historical Interpretation	<ul style="list-style-type: none"> <li>• I have looked at books and pictures (And: listened to stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, visit to a museum, visit to a gallery, visit to an historical site, used the internet.)</li> </ul>
4. Methods of Enquiry	<ul style="list-style-type: none"> <li>• I ask, "What was it like for people in the past?" and use information to help me answer the question.</li> <li>• I ask, "What happened in the past?" and use information to help me answer the question.</li> <li>• I ask, "How long ago did an event happen?" and try to work it out. (Using language such as a little while ago, a very long time ago etc.)</li> <li>• I estimate the ages of people (younger, older) by studying and describing their features.</li> </ul>
5. Organisation & Communication	<ul style="list-style-type: none"> <li>• I can describe objects, people or events (From the time of)...(significant person or event)</li> <li>• I can write my date of birth.</li> <li>• I use time lines to order events or objects.</li> <li>• I use time lines to place an event or a significant person.</li> <li>• I tell stories about the past using my story writing skills.</li> <li>• I draw labelled diagrams and write about them to tell others about people, objects or events from the past.</li> </ul>

## Bournville Primary School Learning Progression in History KS2a

K, S & U	LOCAL HISTORY STUDY; BRITISH HISTORY OVERVIEW AND ROMANS; BRITAIN AND THE WIDER WORLD IN TUDOR TIMES; VICTORIAN BRITAIN OR BRITAIN SINCE 1930; EUROPEAN STUDY-ANCIENT GREECE; WORLD STUDY - ANCIENT EGYPT
1. Chronological Understanding	<ul style="list-style-type: none"> <li>• I use a time line to place events I have found out about.</li> <li>• I understand that a time line can be divided into BC (Before Christ and AD Anno Domini).</li> <li>• I can divide recent history into the present, using 21<sup>st</sup> Century, and the past using 19<sup>th</sup> and 20<sup>th</sup> Centuries.</li> <li>• I can name the date of any significant event from the past that I have studied and place it in approximately the right place on a time line.</li> <li>• I use words and phrases such as century, decade, before Christ, after, before, during to describe the passing of time.</li> </ul>
2. Knowledge & Understanding of Past Events, People and Changes in the Past	<ul style="list-style-type: none"> <li>• I use evidence to describe the houses and settlements of people in the past.</li> <li>• I use evidence to describe the culture and leisure activities from the past.</li> <li>• I use evidence to describe the clothes, way of life and actions of people in the past.</li> <li>• I use evidence to describe buildings and their uses of people from the past.</li> <li>• I use evidence to describe the things people believed in the past (attitudes and religion)</li> <li>• I use evidence to describe what was important to people from the past.</li> <li>• I use evidence to show how the lives of rich and poor people from the past differed.</li> <li>• I use evidence to find out how any of the above may have changed during a time period.</li> <li>• I use evidence to give reasons why changes may have occurred.</li> <li>• I show on a time line, the changes that I have identified.</li> <li>• I can describe some similarities and differences between some people, events and objects (artefacts) I have studied.</li> <li>• I can describe how some of the things I have studied from the past affect life today.</li> </ul>
3. Historical Interpretation	<ul style="list-style-type: none"> <li>• I have looked at two versions of the same event in history and have identified differences in the accounts.</li> <li>• I give reasons why there may be different accounts of history.</li> </ul>
4. Methods of Enquiry	<ul style="list-style-type: none"> <li>• I use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</li> <li>• I ask, "What was it like for a... (child, rich person, etc) during..."</li> <li>• I suggest sources of evidence to help me answer questions.</li> </ul>
5. Organisation & Communication	<ul style="list-style-type: none"> <li>• I use a time line to place events I have found out about.</li> <li>• I understand that a time line can be divided into BC (Before Christ and AD Anno Domini).</li> <li>• I can divide recent history into the present, using 21<sup>st</sup> Century, and the past using 19<sup>th</sup> and 20<sup>th</sup> Centuries.</li> <li>• I can name the date of any significant event from the past that I have studied and place it in approximately the right place on a time line.</li> <li>• I use words and phrases such as century, decade, before Christ, after, before, during to describe the passing of time.</li> <li>• I present my findings about the past using my speaking, writing, maths, ICT, drama and drawing skills.</li> <li>• I use dates and terms accurately.</li> <li>• I discuss the most appropriate way to present my information, which I realise is for an audience.</li> </ul>

Bournville Primary School Learning Progression in History KS2b

K, S & U	LOCAL HISTORY STUDY; BRITISH HISTORY OVERVIEW AND ROMANS; BRITAIN AND THE WIDER WORLD IN TUDOR TIMES; VICTORIAN BRITAIN OR BRITAIN SINCE 1930; EUROPEAN STUDY-ANCIENT GREECE; WORLD STUDY - ANCIENT EGYPT
1. Chronological Understanding	<ul style="list-style-type: none"> <li>• I use a time line to place events I have found out about both in this country and abroad.</li> <li>• I understand that a time line can be divided into periods: Before Christ (Ancient Civilizations such as Ancient Greeks and Egyptians or Maya etc) AD Romans (AD 43), Anglo-Saxons, Tudors (AD 1485) Stuarts (AD 1603), Georgians (AD 1714), Victorians (AD 1837), Today (AD 1939...).</li> <li>• I can describe the main changes in a period in history. (Using words such as 'Social', 'religious', 'political', 'technological' and 'cultural'.</li> <li>• I can name the date of any significant event from the past that I have studied and place it in the right place on a time line.</li> <li>• I use words and phrases such as era, period, century, decade, Before Christ, AD, after, before, during to describe the passing of time.</li> </ul>
2. Knowledge & Understanding of Past Events, People and Changes in the Past	<ul style="list-style-type: none"> <li>• With help, I choose reliable sources of factual evidence to describe the houses and settlements of people in the past.</li> <li>• With help, I choose reliable sources of factual evidence to describe the culture and leisure activities from the past.</li> <li>• With help, I choose reliable sources of factual evidence to describe the clothes, way of life and actions of people in the past.</li> <li>• With help, I choose reliable sources of factual evidence to describe buildings and their uses of people from the past.</li> <li>• With help, I choose reliable sources of factual evidence to describe the things people believed in the past (attitudes and religion)</li> <li>• With help, I choose reliable sources of factual evidence to describe what was important to people from the past.</li> <li>• With help, I choose reliable sources of factual evidence to show how the lives of rich and poor people from the past differed.</li> <li>• With help, I choose reliable sources of factual evidence to find out how any of the above may have changed during a time period.</li> <li>• I give my own reasons why changes may have occurred, backed up by evidence I have researched.</li> <li>• I show on a time line, the changes that I have identified.</li> <li>• I can describe similarities and differences between some people, events and objects (artefacts) I have studied.</li> <li>• I can describe how some of the things I have studied from the past affect life today.</li> </ul>
3. Historical Interpretation	<ul style="list-style-type: none"> <li>• I have looked at different versions of the same event in history and have identified differences in the accounts.</li> <li>• I know that people both now and in the past represent events or ideas in a way that persuades others.</li> <li>• I know and understand that it is important to know that some evidence from the past (and present) is propaganda, opinion or misinformation, and that this affects interpretations of history.</li> <li>• I give clear reasons why there may be different accounts of history.</li> </ul>
4. Methods of Enquiry	<ul style="list-style-type: none"> <li>• I use documents, printed sources (eg archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</li> <li>• I ask, "What was it like for a... (child, rich person, etc) during..."</li> <li>• I choose reliable sources of evidence to help me answer questions, realising that there is often not a single answer to historical questions.</li> </ul>
5. Organisation & Communication	<ul style="list-style-type: none"> <li>• I present my findings about the past using my speaking, writing, maths, ICT, drama and drawing skills.</li> <li>• I use dates and terms accurately.</li> <li>• I choose the most appropriate way to present my information, which I realise is for an audience.</li> </ul>

## Bournville Primary School Learning Progression in History KS2c

K, S & U	<b>LOCAL HISTORY STUDY; BRITISH HISTORY OVERVIEW AND ROMANS; BRITAIN AND THE WIDER WORLD IN TUDOR TIMES; VICTORIAN BRITAIN OR BRITAIN SINCE 1930; EUROPEAN STUDY-ANCIENT GREECE; WORLD STUDY - ANCIENT EGYPT</b>
<b>1. Chronological Understanding</b>	<ul style="list-style-type: none"> <li>• I use a time line to place events, periods and cultural movements (linked to art, music and architecture) I have found out about from all around the world.</li> <li>• I use a time line to demonstrate changes and developments in culture, technology, religion and society.</li> <li>• My time lines use the following key periods as reference points for my descriptions of the past: Before Christ (Ancient Civilizations such as Ancient Greeks and Egyptians or Maya etc) AD Romans (AD 43), Anglo-Saxons, Tudors (AD 1485) Stuarts (AD 1603), Georgians (AD 1714), Victorians (AD 1837), Today (AD 1939...).</li> <li>• I can describe the main changes in a period in history. (Using words such as 'Social', 'religious', 'political', 'technological' and 'cultural'.</li> <li>• I can name the date of any significant event from the past that I have studied and place it in the right place on a time line.</li> <li>• I use words and phrases such as era, period, century, decade, Before Christ, AD, after, before, and during to describe the passing of time.</li> </ul>
<b>2. Knowledge &amp; Understanding of Past Events, People and Changes in the Past</b>	<ul style="list-style-type: none"> <li>• I choose reliable sources of factual evidence to describe the houses and settlements of people in the past.</li> <li>• I choose reliable sources of factual evidence to describe the culture and leisure activities from the past.</li> <li>• I choose reliable sources of factual evidence to describe the clothes, way of life and actions of people in the past.</li> <li>• I choose reliable sources of factual evidence to describe buildings and their uses of people from the past.</li> <li>• I choose reliable sources of factual evidence to describe the things people believed in the past (attitudes and religion)</li> <li>• I choose reliable sources of factual evidence to describe what was important to people from the past.</li> <li>• I choose reliable sources of factual evidence to show how the lives of rich and poor people from the past differed.</li> <li>• I choose reliable sources of factual evidence to find out how any of the above may have changed during a time period.</li> <li>• I give my own reasons why changes may have occurred, backed up by evidence I have researched.</li> <li>• I show on a time line, the changes that I have identified.</li> <li>• I can describe similarities and differences between some people, events and objects (artefacts) I have studied.</li> <li>• I can describe how some of the things I have studied from the past affect life today.</li> <li>• I make links between some of the features of past societies. (e.g. religion, houses, society, technology.)</li> </ul>
<b>3. Historical Interpretation</b>	<ul style="list-style-type: none"> <li>• I evaluate evidence, which helps me to choose the most reliable forms.</li> <li>• I know that people both in the past and now, including myself, have a point of view and that this can affect interpretation of the past.</li> <li>• I give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.</li> </ul>
<b>4. Methods of Enquiry</b>	<ul style="list-style-type: none"> <li>• I use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</li> <li>• I ask, "What was it like for a... (child, rich person, etc) "during..."</li> <li>• I choose reliable sources of evidence to help me answer questions, realising that there is often not a single answer to historical questions.</li> </ul>
<b>5. Organisation &amp; Communication</b>	<ul style="list-style-type: none"> <li>• I present my findings about the past using my speaking, writing, maths, ICT, drama and drawing skills.</li> <li>• I use dates and terms accurately.</li> <li>• I use the key vocabulary of the time to convey my understanding of the past.</li> <li>• I choose the most appropriate way to present my information, which I realise is for an audience.</li> </ul>