



## History Progression at Probus School

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	Sequence events in their life and understand linear nature of time Sequence 3 or 4 artefacts from distinctly different periods of time Understand we have a past, present and future. Discuss differences in the past for Parents and Grandparents	Sequence photographs etc. from different periods of their life Describe memories of key events in lives and develop a linear sequence Understand the village looked different in the past. Understand time can be measured in small periods and larger periods.	Understand pre-history and how it is defined Use dates and terms related to the passing of time such as ancient, century, BC and AD. Sequence several events or artefacts Understand the expanse of time from the origins of the earth until the age of man.	Order time periods on basic timeline (pre-history, bronze, iron, ancient periods) Understand global timelines overlap and empires rise and fall. Use terms related to the period and begin to date events Use Christian calendar terms BC/AD	Order time periods from Pre-history to Victorian period Use relevant terms and period Labels (circa, century, decade, period) Understand our perceptions are related to British history. Place events within a period on a timeline with accuracy	Use relevant dates and terms Sequence up to 10 events on a School time line Understand key features of the periods be able to give some recall them with some detail Understand our perceptions is related to British history
Range and depth of historical knowledge	Recognise the difference between past and present in their own and others lives Can talk about lives of significant key figures from the past and why they are known Understand people had different homes and resources in the past. Understand the term history.	Identify differences between ways of life at different times relating to homes Know the school and village have a past and be able to give some details about its development Study some key significant figures from the past and retain information about their lives.	Find out about every day lives of people in time studied and their homes Compare with our life today and the daily struggle for survival Identify reasons for and results of peoples actions Know about pre-historic sites in Cornwall and their significance. Identify key features of Early Man's existence and early civilisations in Egypt.	Identify key features and events of Ancient Rome and Greece Look for links and effects on our current culture (democracy, arts, technology) Understand the impact of Ancient Greek literature on our culture and the significance references Know of key figures in the classical periods (Leaders, artists) Compare with our life today and the daily for domestic setting in Ancient times. Look at hierarchy of society.	Understand Britain has had a series of invaders and settlers which have influenced the culture Identify key features and figures from periods studied Compare technology and its impact on periods studied and changes in human lifestyles Make comparisons between different times in the past drawing on past learning focusing on homes	Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings Compare homes and domestic lifestyle with another time studied Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation Know key dates, characters and events of time studied Examine causes and results of Industrialisation in Britain/ Cornwall and its impact on houses and homes Cornish migration/ diaspora
Historical enquiry	Use texts to encourage children to distinguish between fact and fiction Compare adults talking about the past – gather peoples ideas about the past. Oral history. Ask relevant questions about the past Observe, draw and discuss objects that tell us information about the past Visit a museum and understand objects from the past remain Look at photographs and discuss what they observe	Compare pictures or photographs of people or events in the past Know that photographs can be reconstructions and that history is explored through study and archeology Observe, handle sources to answer questions about the past on the basis of simple observations. Consider why writing can be a good historical resource Consider what a historian does in gathering information and interpreting	Understand pre-history is open to interpretation and look at primary resources available to historians Understand archeological methods and the need to gather evidence observe small details and assess artefacts Look at the significance of early art and the information that could be shared with visual and written communication (Rosetta stone) Fieldtrip skills at Carn Uny or Chysaucester	Look at the evidence available in classical periods studied. Look at the role of writing as a resource and the idea the writer may have a bias opinion. Begin to evaluate the usefulness of different sources and look at comic resources for pupils to evaluate the quality. Understand reconstruction and films set in classical periods are interpretations Consider why coins so significant in archeological site Visit to Truro museum to explore ancient artefacts	Compare accounts of events from different sources – Offer some reasons for different versions of events Discussion with archeologist, museum curator, collector to increase awareness of historians role Consider how a variety of resources (landscape, artifacts, coins, written material ) combine to give information about the past. Celebrate non western development (Baghdad) and influence on technology/ Mathematics.	Link sources and work out how conclusions were arrived at Consider ways of checking the accuracy of interpretations fact or fiction and opinion Discussion with archeologist/Local historian Consider how a variety of resources (landscape, artefacts, coins, written material ) combine to give information about the past. Contrast non western development (Mayan)

Vocabulary	Past Present future Memory Resource Days weeks Years Museum Find History Study	History Historian Timeline Sequence Research Centuries Classifying Decay Archeology Reconstruction	Tribe Invade Defeat Expand Survival Hunter gather Gender Leadership Ritual Nomadic Pre-history	Empire Decline Expand Ancient BC/AD Hierarchy Interpret Reconstruct Society Culture Domestic Civilisation Classical	Lifestyle Wisdom Rural Islamic Crusade Invade Settle Trade route Influence Alchemy Flourish Enquiry Scholar	Western Modern Comparison Evidence Interpretation Enquiry Migration Diaspora Industrial Empire Enslavement Oppression Exploitation Advancement Globalisation
Organisation and communication	□ Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT...			□ Recall, select and organise historical information □ Communicate their knowledge and understanding.		□ Select and organise information to produce structured work, making appropriate use of dates and terms. Bring knowledge gathered from several sources together in a fluent account