



# A Guide to Progression in History

## Year 1 – Year 6

(In line with the National Curriculum)



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# A Progression in History Skills

## About the authors: TT Education

We're the UK's leading school improvement organisation, working with schools, academies and trusts in the UK and beyond to improve the quality of children's education. Founded in January 2012 by David Maytham, everything we do is underpinned by the belief that every child has the right to an excellent education.



We're dedicated to enhancing life chances for all pupils by empowering teachers and leaders to create sustainable improvement in their schools through engaged learning and inspirational leadership. We help teachers and leaders make progress through our outstanding CPD courses, INSET days, consultancy, resources, digital solutions and longer-term school improvement support.

TT Education won the School Improvement Provider of the Year award in 2018, and has been finalists or winners of multiple other awards over recent years.

## About this document

Our highly acclaimed Guide to Progression in History document provides teachers with a clear framework for teaching and assessing primary history. Written by current practitioners, for current practitioners, this document is fully aligned with the objectives and expectations of the National Curriculum. It contains direct references to the National Curriculum (statutory and non-statutory), which appear in **bold text** along with other suggestions in non-bold text.

# A Progression in History Skills

## TT Education's Learning Pathways: The Path to Success

### What is the Path to Success?

A forward thinking, innovative approach to teaching and learning in the 21st century classroom, which can be applied across all subjects to support all schools in achieving outstanding results through engaged learning. Developed by education expert David Maytham, The Path to Success is grounded in the latest educational research and first-hand experience of current teaching of real children in the primary classroom.

### How is it different?

We are not advocating a scheme that schools, children and teachers have to follow in a particular order or predetermined way. In our experience, a predetermined scheme is unable to take account of all the various factors at play in any one classroom; including, but not limited to the skill set of the teacher and the ability range of the children.

The Path to Success is a circular methodology with talk, collaboration and active approaches at its heart. Its process can be applied across the curriculum, as the core techniques it embodies can be used to teach any skill or operation. Once teachers internalise this process, it has the potential to transform their practice and have a significant impact on standards.

### What does it look like?

Teachers who utilise the Path to Success will develop and enrich children's ability to problem-solve, think creatively,

#### The Power of Talk:

*"Talk is thought. It is only when you talk something through that you realise whether you have fully understood it. Talking allows us to develop our thinking, internally question our understanding and, ultimately, learn."*

#### The Power of Active Approaches: Gamification of Learning

*"In the natural world, young animals learn through play. We are familiar with this as a concept with babies and toddlers; why, then, do we reject this as children begin to grow? When an idea or concept is made into a game – something which children recognise and respond to – children begin to engage with it and take ownership over it. Gamifying learning allows children to generate ideas for themselves, cultivate their creativity, and lay the foundations for fluent learning."*

#### The Power of Collaboration:

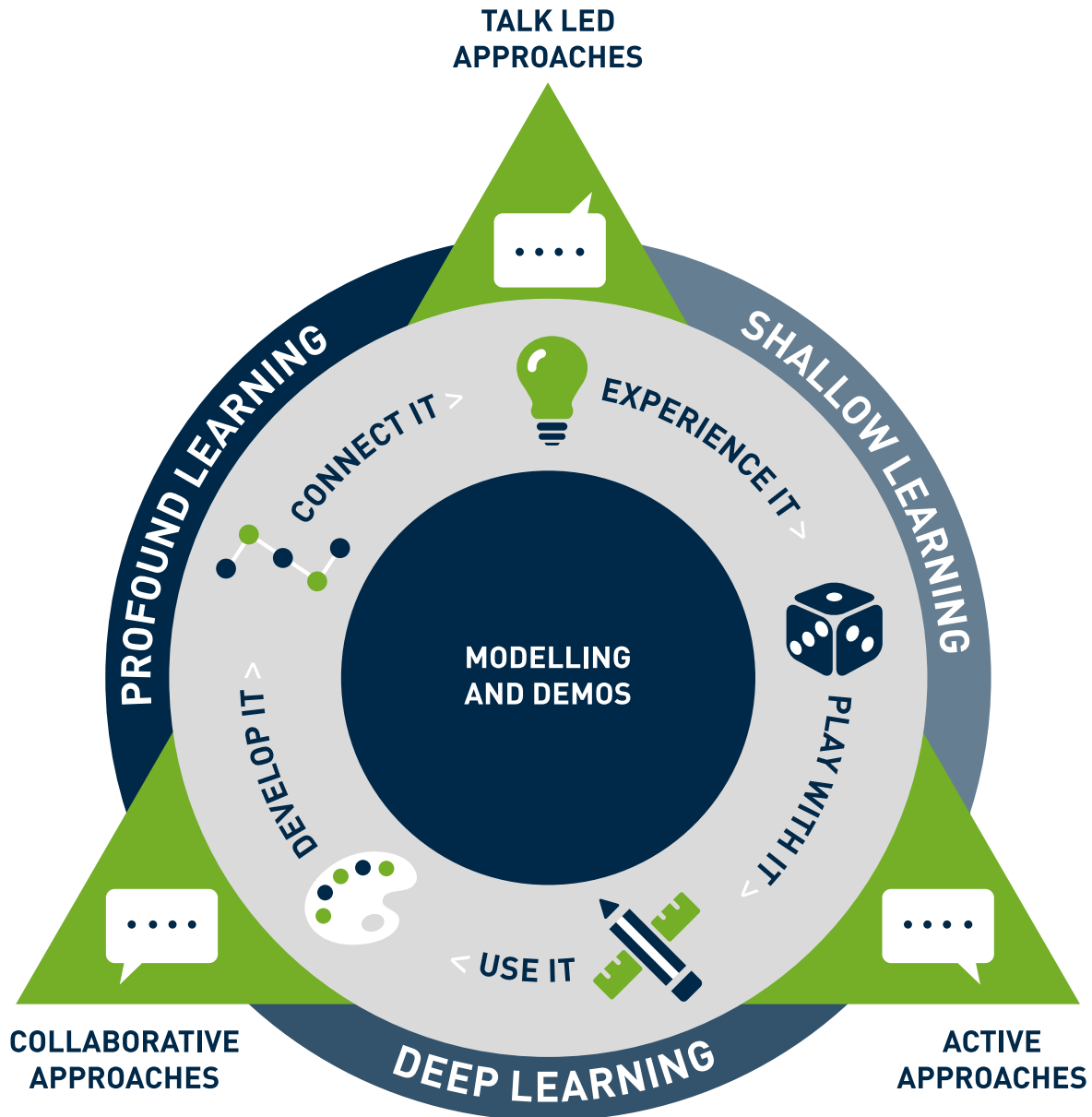
*"Creating a classroom climate of collaboration is crucial for the long term sustainability of learning. If we share a common purpose, we are incentivised to work together to develop our collective understanding. The barriers created by fear of personal failure are destroyed and we begin to recognise the power of our own contributions to the learning of the whole group. Not only does this create feelings of self-worth, excitement and engagement with the learning, but it also stimulates creativity and, in the discussion and development of ideas with peers, creates a deeper level of understanding."*

David Maytham  
Head of Education



# A Progression in History Skills

## TT Education's Learning Pathways: The Path to Success



# A Progression in History Skills

## TT Education's Learning Pathways: The Path to Success

### Stage 1: Experience it

Children need **rich experiences** which they can relate to in order to support them in developing a particular skill set. For example, how can you expect a child to use relative clauses in a newspaper report if they have never really experienced this before in any type of meaningful context? The challenge for us as teachers is to find a way to replicate this meaningful experience and practical application in the classroom.

**“Hook, Experience, Context and Purpose”** is a mantra we use a lot when working with schools. We ask teachers to think back to the last unit or topic they taught and then to consider the four elements of the mantra. What was the hook you used to engage, inspire and excite your children? What experiences did children bring to the activity, or how were you able to replicate experiences to make the learning link to the real world? Did you choose a context which was relevant and did all the children have a clear purpose for their learning, or was it simply ‘complete the activities on page 10’?

### Stage 2: Play with it

This refers to the **Gamification of Learning**. The power of playing short burst games to practise key skills on a daily basis should not be underestimated. Not only do they act as a hook to excite, engage and challenge the children but they also support children in developing fluency in a particular skill: procedural efficiency alongside conceptual understanding.

### Stage 3: Use It

Once children have experienced a particular skill and had an opportunity to play with it in order to fully assimilate the technique, they then move on to use it in context. Practical application in context is key to successful outcomes for children.

**“Tell me and I’ll forget; show me and I may remember; involve me and I’ll understand.”** Chinese proverb

### Stage 4: Develop it

Children continue to develop the skill in context. It is absolutely crucial that all adults within the classroom, and within the school at large, position themselves alongside the children as learners, actively engaging in the learning process. High-quality modelling and demonstration should be underpinned by **an active, talk-led, collaborative learning climate**, in which children move from learners to teachers. If a child can teach a particular skill, it means they must have learnt it and are more likely to remember it. As practitioners, we should be aiming to move all our children into becoming teachers. If a child can confidently demonstrate the level of understanding necessary for them to be able to explain and teach a concept, idea or approach to another child, then in doing so they are demonstrating that their initial learning has been internalised and embedded. By this stage they are demonstrating a move from shallow surface-level learning to deeper learning and understanding.

### Step 5: Connect It

This refers to children making connections across the curriculum. With a deeper understanding, children will begin to make links and connections in terms of how they could apply the skill or concept they have just learnt across the curriculum and in the wider world. Making these connections and exploring possible connections moves the child from deep learning into profound learning, which will stay with them forever.

This circular approach then repeats as new skills, concepts and ideas are added. This whole approach is underpinned by talk-led, active and collaborative approaches, which provide the foundation for success.

# A Progression in History Skills

## Introduction



Adam Reed  
Director of School  
Improvement

Everything happens at a point in time. We concern ourselves with our futures; what we may be like, what our life may look like. We concern ourselves with the present; what are my challenges? What am I doing today that I'm proud of? Most importantly, though, pupils need to learn how to concern themselves with the past, as this is where lessons can be learned so that we can avoid potential pitfalls experienced by our forebears.

This skills progression guide from TT Education is aimed at ensuring teachers have clarity and consistency in how they help pupils learn how to be historians – what does it take to think like a historian? To work like a historian? To access our other subjects through the eyes of a historian? We have taken the National Curriculum for History and, having applied our experiences and understanding of learning and progression, provided you with a guide that will help structure learning effectively – and help pupils to add knowledge to their long-term memories... it will help them learn.

The national curriculum states that “A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.” [National Curriculum 2014]

This booklet breaks down all of the elements of skills that pupils are required to develop as part of the national curriculum – and beyond, supported by our Path to Success.

We hope you enjoy this guide and find it useful in supporting your teachers to more deeply understand progression in skills in history.

# A Progression in History Skills

## Applying the Path To Success to History

### Step 5: Connect it!

- Use 'reading skills' language in history
- Link existing learning to previous 'topics' so pupils can see chronology and progression
- Use 'history skills' vocabulary as a thread to all history lessons
- Link the subject topics to a range of core and foundation lessons you are working on at the same time
- Utilise history themes as stimuli for writing and maths outcomes

### Step 1: Experience it

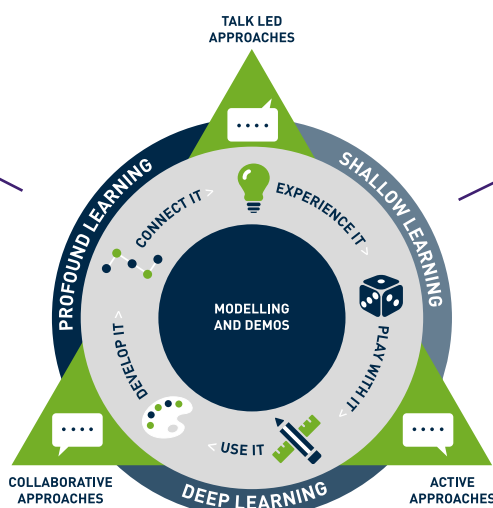
- Give pupils 'real' experiences, by inviting in local residents who can explore what 'in living memory' looks like for them
- Choose texts that coincide with the historical period (e.g. Rose Blanch – WWII)
- Use research, technology, apps that allow pupils to access artefacts, accounts, reports from the time (where possible)
- Trips, visits, visitors, re-enactment
- Use vocabulary walls and displays to enhance the learning language environment

### Step 4: Develop it

- Collaborate!
- Pupils discussing multiple sources, looking at veracity and reliability
- Discuss morality, right and wrong, crime and punishment
- Use activities to enhance vocabulary application and use of history-based language
- Challenge, set tasks that require pupils to 'teach' about a period or aspects of 'being a historian'

### Step 2: Play with it

- Word association games
- Role play as a historical character
- 'Hot-seat' interviews
- Apply 'how would a historian...' thinking across the curriculum and outside of class time
- Play time machines – where would you go, and why?
  - History 'flash' – one day a week, share something historically astounding



### Step 3: Use it

- With literacy requirements as a vehicle, and history periods as a stimulus, explore with pupils how they can evidence their learning and thinking 'as historians'
- Evidence learning; pictures, videos, scripts, diaries, posters, recounts – variety is the key, cross-curricular is the method to cut excessive duplication.

## QUESTIONING

Year 1 pupils should be taught to ...

**Ask and answer simple questions about what they have heard.**

## VOCABULARY

Year 1 pupils should be taught to ...

**Use common words and phrases relating to the passing of time.**

**Vocabulary for topics (Year 1):**

transport

**Vocabulary for talk (Year 1):**

tradition

research

(non-)fiction

event

artefact

museum

curator

**Vocabulary for chronology (Year 1):**

long ago

yesterday

then

when

now

last

next

before/after

first/second (etc)

days

months

prehistoric

## CHRONOLOGICAL UNDERSTANDING

Year 1 pupils should be taught to ...

Recognise the difference between past and present.

**Use common words and phrases, or answer simple questions to sequence events.**

Talk about events using phrases like 'long ago', 'before my parents were born', 'around the time of Jesus'.

## IDENTIFYING CONTRASTS & THEMES

Year 1 pupils should be taught to ...

Make simple historical comparisons (eg spot the difference between pictures).

## USING SOURCES

Year 1 pupils should be taught to ...

Explain the difference between fiction and non-fiction.

Year 1 pupils should use sources ...

To form opinions:

Access simple books, internet sites, photos, recordings, artefacts and other sources that are given to them.

**Use parts of stories to show that they understand historical events.**

To understand how the past is constructed:

**Show some understanding of the ways we can find out about the past (eg books, museums, artefacts, archaeology).**



NOTES

Lined area for taking notes, consisting of multiple horizontal lines within a teal-bordered header.

## QUESTIONING

**Year 2 pupils should be taught to ...**

**Show curiosity by voluntarily asking questions about what they have read or heard.**

## VOCABULARY

**Year 2 pupils should be taught to**

**Use wide vocabulary of everyday historical terms.**

### Vocabulary for topics (Year 2):

empire  
 ancestor  
 victory  
 defeat  
 ally  
 enemy  
 withdraw  
 conquer  
 pioneer

### Vocabulary for talk (Year 2):

document  
 technology  
 archaeologist  
 excavate  
 unearth  
 strategy  
 similarity  
 difference  
 represent

### Vocabulary for chronology (Year 2):

years (dating system)  
 BC/AD  
 CE/BCE  
 century  
 period  
 later  
 earlier  
 since  
 long (after, before)  
 at the same time (as)

## CHRONOLOGICAL UNDERSTANDING

**Year 2 pupils should be taught to ...**

Sequence events and explain their thinking.

**Start to note connections over time.**

Date events to the nearest century or era, and occasionally to the year (eg 1066).

## IDENTIFYING CONTRASTS & THEMES

**Year 2 pupils should be taught to independently identify similarities and differences when subjects (eg those below) are provided for them.**

**people**

**places**

**events**

**ways of life**



## QUESTIONING

**Year 3 pupils should be taught to ...**

**Start to frame questions and answers in historically valid ways (eg about change, about differences).**

## VOCABULARY

**Year 3 pupils should be taught to ...**

**Start using specialist vocabulary in historical discussions.**

### Vocabulary for topics (Year 3):

ancient  
civilisation  
republic  
exile  
voyage  
navigate  
reign  
majority

### Vocabulary for talk (Year 3):

organise  
introduce  
construct  
population  
tribe  
rural/urban  
primary/secondary  
source  
theory  
myth/legend  
folklore  
narrate  
saga

### Vocabulary for talk (Year 3 - continued):

epic  
survive  
infer  
clarify  
equivalent  
necessary  
theme  
version  
opinion  
interpret

### Vocabulary for chronology (Year 3):

during  
while  
several (years)  
more recently  
millennium  
age  
chronological  
approximate  
change  
process  
originate  
trace

## CHRONOLOGICAL UNDERSTANDING

**Year 3 pupils should be taught to ...**

**Note connections over time.**

Date events to the year.

## IDENTIFYING CONTRASTS & THEMES



### Year 3 pupils should be taught to ...

Note connections within and across periods, both those that they study and others they draw on independently.

Start to comment on historical changes, including suggestions about cause and effect.

Start to identify themes within and between topics.

## USING SOURCES



### Year 3 pupils should be taught to ...

Explain the difference between primary and secondary sources.

### Year 3 pupils should use sources...

To form opinions:

**Independently select and use sources to satisfy their curiosity about the past.**

To understand how the past is constructed:

Start to show awareness that there are sometimes different versions of what happened.

**Explain how the past can often be interpreted to inform opinions.**

## NOTES

## NOTES

## QUESTIONING

**Year 4 pupils should be taught to ...**

**Ask and answer historically valid questions (eg about contrast, cause and effect, reliability).**

## VOCABULARY

**Year 4 pupils should be taught to ...**

**Use specialist vocabulary and historical terms, often appropriately.**

### Vocabulary for topics (Year 4):

culture  
dynasty  
crusade  
descendant  
polytheistic  
principal  
monotheistic

### Vocabulary for talk (Year 4):

prosper  
monarchy  
aristocracy  
heritage  
revolution  
transition  
develop  
abolish  
structure  
campaign  
ardent  
typical  
unique  
trivial

### Vocabulary for talk (Year 4 - continued):

characteristic  
conventional  
eventful  
intricate  
assume  
reliability  
alternative  
critique  
summarise  
contrast

### Vocabulary for chronology (Year 4):

occasion  
accurate  
uncertain  
seldom  
former  
latter  
cause  
consequence  
phase  
abrupt  
decline  
trend  
continuity

## CHRONOLOGICAL UNDERSTANDING

**Year 4 pupils should be taught to ...**

**Note connections, contrasts and trends over time.**

Use the year confidently to date events, and sometimes the month and day.

## IDENTIFYING CONTRASTS & THEMES



**Year 4 pupils should be taught to ...**

**Note connections, contrasts and trends - across time but also between places and cultures.**

**Comment on continuity and change, cause and effect.**

**Identify themes within and between topics.**

## USING SOURCES



**Year 4 pupils should use sources ...**

To form opinions:

**Select and use sources to construct their own opinions about the past.**

Start to explain the usefulness and reliability of different sources (eg by explaining their choices in selecting sources).

To understand how the past is constructed

Recognise that historical 'facts' can vary depending on the source, and begin to suggest reasons for this.

**Start to critique other people's opinions about the past.**

## NOTES

## NOTES

## QUESTIONING

### Year 5 pupils should be taught to ...

**Ask and answer historically valid questions (eg about significance, or the basis of people's opinions).**

## VOCABULARY

### Year 5 pupils should be taught to

Use specialist vocabulary and historical terms appropriately.

#### Vocabulary for topics (Year 5):

mass  
propaganda  
neutrality  
suffrage  
terrain  
conservative  
progressive  
employ

#### Vocabulary for talk (Year 5):

impact  
complex  
sustain  
surpass  
sparse  
abundant  
capacity  
obstacle  
futile  
crucial  
pivotal  
exceptional  
generalise  
rigorous

#### Vocabulary for talk (Year 5, continued):

verify  
unintelligible  
inform  
phenomenon  
perspective

#### Vocabulary for chronology (Year 5):

contemporary  
epoch  
inevitable  
prior  
subsequent  
enduring  
legacy  
dominate  
diminish  
context

## CHRONOLOGICAL UNDERSTANDING

### Year 5 pupils should be taught to ...

**Demonstrate historical perspective by explaining contrasts and trends in the short- and long-term.**

Use precise dates and explain why some are significant (eg transport delay, seasonality).

## IDENTIFYING CONTRASTS & THEMES

### Year 5 pupils should be taught to ...

**Sequence and structure complex subjects and themes.**

**Start to suggest reasons for connections over time and across places and cultures.**

**Comment on impact and legacy.**





## QUESTIONING

**Year 6 pupils should be taught to ...**

**Regularly ask and answer perceptive questions in historically valid ways.**

## VOCABULARY

**Year 6 pupils should be taught to ...**

**Start to apply historical vocabulary in more sophisticated ways.**

### Vocabulary for topics (Year 6):

economy  
revenue  
civic  
succumb  
persecute

### Vocabulary for talk (Year 6):

demographic  
hierarchy  
doctrine  
stance  
attribute  
controversy  
prejudice  
robust  
authentic  
plausible  
appropriate  
analyse  
corroborate  
discern  
paraphrase  
epitomise

### Vocabulary for talk (Year 6, continued):

characterise  
extrapolate  
bias  
tertiary

### Vocabulary for chronology (Year 6):

simultaneous  
cumulative  
decontextualize

## CHRONOLOGICAL UNDERSTANDING

**Year 6 pupils should be taught to ...**

**Establish clear narratives within and across periods, and at local, national and world level.**

**Start to use their secure sense of chronology to inform their wider learning (into KS3).**

Start to use different levels of precision in dating events, and explain why that may be appropriate.

## IDENTIFYING CONTRASTS & THEMES

**Year 6 pupils should be taught to ...**

**Compare and contrast places, people and cultures, analysing their and others' comparisons, extrapolating from them justifying their ideas with evidence.**

## USING SOURCES

### Year 6 pupils should ...

Start to understand the idea of 'tertiary' sources.

To form opinions:

**Thoughtfully select, organise and use relevant information from a range of sources to inform responses, justify their opinions, and politely point out the limitations of others' arguments.**

Start to use quote marks when using sources for evidence.

To understand how the past is constructed:

**Use historical perspective, an understanding of reliability/bias, and the concept of historical rigour, to discern and evaluate arguments and interpretations of the past.**

## NOTES

## NOTES

# Progression in history - vocabulary

## VOCABULARY

Year 1	Year 2	Year 3
	<b>Review Year 1</b>	<b>Review Year 2</b>
<b>Vocabulary for topics (Year 1):</b>	<b>Vocabulary for topics (Year 2):</b>	<b>Vocabulary for topics (Year 3):</b>
transport	empire	ancient
	ancestor	civilisation
<b>Vocabulary for talk (Year 1):</b>	victory	republic
tradition	defeat	exile
research	ally	voyage
(non-)fiction	enemy	navigate
event	withdraw	reign
artefact	conquer	majority
museum	pioneer	
curator		<b>Vocabulary for talk (Year 3):</b>
	<b>Vocabulary for talk (Year 2):</b>	organise
<b>Vocabulary for chronology (Year 1):</b>	document	introduce
long ago	technology	construct
yesterday	archaeologist	supreme
then	excavate	population
when	unearth	tribe
now	strategy	ural/urban
last	similarity	primary/secondary
next	difference	source
before/after	represent	theory
first/second (etc)		myth/legend
days,	<b>Vocabulary for chronology (Year 2):</b>	folklore
months	years (dating system)	narrate
prehistoric	BC/AD	saga
	CE/BCE	epic
	century	survive
	period	infer
	later	clarify
	earlier	equivalent
	since	necessary
	long (after, before)	theme
	at the same time (as)	version
		opinion
		interpret

Year 3 (continued)	Year 4	Year 4 (continued)
	<b>Review Year 3</b>	
<b>Vocabulary for chronology (Year 3):</b>	<b>Vocabulary for topics (Year 4):</b>	<b>Vocabulary for chronology (Year 4):</b>
during	culture	occasion
while	dynasty	accurate
several (years)	crusade	uncertain
more recently	descendant	seldom
millennium	polytheistic	former
age	principal	latter
chronological	monotheistic	cause
approximate		consequence
change	<b>Vocabulary for talk (Year 4):</b>	phase
process	prosper	abrupt
originate	monarchy	decline
trace	aristocracy	trend
	heritage	continuity
	revolution	
	transition	
	develop	
	abolish	
	structure	
	campaign	
	ardent	
	typical	
	unique	
	trivial	
	characteristic	
	conventional	
	eventful	
	intricate	
	assume	
	reliability	
	alternative	
	critique	
	summarise	
	contrast	

# Progression in history - by skills, knowledge & understanding

## VOCABULARY

Year 5	Year 5	Year 6
<b>Review Year 4</b>		<b>Review Year 5</b>
<b>Vocabulary for topics (Year 5):</b>	<b>Vocabulary for chronology (Year 5):</b>	<b>Vocabulary for topics (Year 6):</b>
mass	contemporary	economy
propaganda	epoch	revenue
neutrality	inevitable	civic
suffrage	prior	succumb
terrain	subsequent	persecute
conservative	enduring	
progressive	legacy	<b>Vocabulary for talk (Year 6):</b>
employ	dominate	demographic
	diminish	hierarchy
<b>Vocabulary for talk (Year 5):</b>	context	doctrine
impact		stance
complex		attribute
sustain		controversy
surpass		prejudice
sparse		robust
abundant		authentic
capacity		plausible
obstacle		appropriate
futile		analyse
crucial		corroborate
pivotal		discern
exceptional		paraphrase
generalise		epitomise
rigorous		characterise
verify		extrapolate
unintelligible		bias
inform		tertiary
phenomenon		
perspective		<b>Vocabulary for chronology (Year 6):</b>
		simultaneous
		cumulative
		decontextualise



# Progression in history - by skills, knowledge & understanding

## QUESTIONING

Year 1	Year 2	Year 3
	Review Year 1	Review Year 2
<b>Pupils should be taught to:</b>	<b>Pupils should:</b>	<b>Pupils should:</b>
Ask and answer simple questions about what they have heard.	Show curiosity by voluntarily asking questions about what they have heard or read.	start to frame questions and answers in historically valid ways (eg about change, about differences).

## CHRONOLOGICAL UNDERSTANDING

Year 1	Year 2	Year 3
	Review Year 1	Review Year 2
<b>Pupils should be taught to:</b>	<b>Pupils should be taught to:</b>	<b>Pupils should be taught to:</b>
Recognise the difference between past and present.	Sequence events and explain their thinking.	<b>Note connections over time.</b>
<b>Use common words and phrases, or answer simple questions to sequence events.</b>	<b>Start to note connections over time.</b>	Date events to the year.
Talk about events using phrases like 'long ago', 'before my parents were born', 'around the time of Jesus'.	Date events to the nearest century or era, and occasionally to the year (eg 1066).	



Year 4	Year 5	Year 6
Review Year 3	Review Year 4	Review Year 5
<b>Pupils should be taught to:</b>	<b>Pupils should be taught to:</b>	<b>Pupils should be taught to use:</b>
Ask and answer historically valid questions (eg about contrast, cause and effect, reliability).	Ask and answer historically valid questions (eg about significance, or the basis of people's opinions).	Regularly ask and answer perceptive questions in historically valid ways.

Year 4	Year 5	Year 6
Review Year 3	Review Year 4	Review Year 5
<b>Pupils should be taught to:</b>	<b>Pupils should be taught to:</b>	<b>Pupils should:</b>
<b>Note connections, contrasts and trends over time.</b>	<b>Demonstrate historical perspective by explaining contrasts and trends in the short- and long-term.</b>	<b>Establish clear narratives within and across periods, and at local, national and world level.</b>
Use the year confidently to date events, and sometimes the month and day.	Use precise dates and explain why some are significant (eg transport delay, seasonality).	<b>Start to use their secure sense of chronology to inform their wider learning (into KS3).</b>
		Start to use different levels of precision in dating events, and explain why that may be appropriate.

# Progression in history - by skills, knowledge & understanding

## IDENTIFYING CONTRASTS & TRENDS

Year 1	Year 2	Year 3
	Review Year 1	Review Year 2
<b>Pupils should be taught to:</b>	<b>Pupils should be taught to:</b>	<b>Pupils should be taught to:</b>
Make simple historical comparisons (eg spot the difference between pictures).	Independently identify similarities and differences between people, places, events and ways of life when the subjects are provided for them.	note connections within and across periods, both those that they study and others they draw on independently.
		Start to comment on historical changes, including suggestions about cause and effect.
		Start to identify themes within and between topics.

## USING SOURCES

Year 1	Year 2	Year 3
	Review Year 1	Review Year 2
<b>Pupils should be taught to:</b>	<b>Pupils should be taught to:</b>	<b>Pupils should be taught to:</b>
Explain the difference between fiction and non-fiction.		Explain the difference between primary and secondary sources.
Access simple books, internet sites, photos, recordings, artefacts and other sources that are given to them.	Start to select and use a range of books, websites, photos, recordings, artefacts and other sources to learn about the past.	<b>Independently select and use sources to satisfy their curiosity about the past.</b>
<b>Use parts of stories to show that they understand historical events.</b>	<b>Choose and use parts of stories to show that they understand key features of events, (eg through innovating).</b>	Start to show awareness that there are sometimes different versions of what happened.
<b>Show some understanding of the ways we can find out about the past (eg books, museums, artefacts, archaeology).</b>	<b>Identify ways in which the past is represented (eg fiction, illustrations, film, song, museum displays).</b>	<b>Explain how the past can often be interpreted to inform opinions.</b>

Year 4	Year 5	Year 6
Review Year 3	Review Year 4	Review Year 5
<b>Pupils should be taught to:</b>	<b>Pupils should be taught to:</b>	<b>Pupils should be taught to:</b>
note connections, contrasts and trends - across time but also between places and cultures.	sequence and structure complex subjects and themes.	compare and contrast places, people and cultures, analysing their and others' comparisons, extrapolating from them justifying their ideas with evidence.
Comment on continuity and change.	Start to suggest reasons for connections over time and across places and cultures.	
Identify themes within and between topics.	Comment on impact and legacy.	

Year 4	Year 5	Year 6
Review Year 3	Review Year 4	Review Year 5
<b>Pupils should be taught to:</b>	<b>Pupils should be taught to:</b>	<b>Pupils should be taught to:</b>
		Start to understand the idea of 'tertiary' sources.
Select and use sources to construct their own opinions about the past.	Select, organise and use information from more than one source to construct an informed response and/or opinion.	Thoughtfully select, organise and use relevant information from a range of sources to inform responses, justify their opinions, and politely point out the limitations of others' arguments.
Start to explain the usefulness and reliability of different sources (eg by explaining their choices in selecting sources).	Explain the usefulness and reliability of different sources	Start to use quote marks when using sources for evidence.
Recognise that historical 'facts' can vary depending on the source, and begin to suggest reasons for this.	Start to develop perspective and judgment by explaining how historical 'facts' are often interpreted to support opinions.	Use historical perspective, an understanding of reliability/bias, and the concept of historical rigour, to discern and evaluate arguments and interpretations of the past.
Start to critique other people's opinions about the past.	Accurately summarise other people's opinions about the past.	



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