



Shirley Infant and Junior Schools History Progression

A Shirley Junior historian will deepen their fascination about the past. They will have a coherent understanding of significant events and their role in shaping the world we see today. They will compare a range of social structures and how they have differed throughout time. Their understanding of key events will be broadened to take in their wider locality including the British Isles. Deeper, critical thinking will allow our children to question the past and reconstruct it by using and evaluating a wide range of sources. By the end of their time at our school, our pupils will be prepared to begin their next steps into forming their own judgements and arguments in key stage 3.

Skills	R	1	2	3	4	5	6
Using sources	Develop knowledge and understanding of the world through concrete objects.	I can use a source to find out information about the past.	I can use a range of sources to find out about the past.	I can use a range of sources to draw historical conclusions.	I can use a range of primary and secondary sources to draw historical conclusions.	I can compare different sources and point out their similarities and differences.	I can comment on the bias and reliability of sources.
Difference	I can spot simple similarities and differences.	I can begin to make comparisons between life in the past and now.	I can begin to make comparisons between different groups in a historical period.	I can compare different groups from a historical period.	I can compare different societies from a historical period.	I can begin to identify key similarities and differences between aspects of history.	I can identify key similarities and differences between aspects of history.
Time (Chronology)	I can use simple time language to understand the past.	I can begin to use time language to order events.	I can order events within a historical period.	I can sequence a few events on a time line using the terms BC, AD.	I can sequence events and aspects of a historical period on a timeline.	I can place events across multiple periods on a time line.	I can use accurate scaling to represent events and aspects of history on a time line.
Cause and consequence	I can explore how my actions have consequences.	I understand that actions have consequences.	I can say why events in the past might have happened.	I can describe the consequences of events in the past.	I can describe the reasons for events happening in the past.	I can describe a reasons for and results of people's actions and events.	I can pick out and explain key reasons for and consequences of people's actions and events.
Skills vocabulary	<i>A long time ago Now Change Different The same</i>	<i>Past Present Compare Event Source Before After Time line</i>	<i>Period Source Cause Time line Compare Past Present</i>	<i>Hierarchy Ancient Source BC AD Chronology Consequence</i>	<i>Pre-history Archaeology Era Primary Source Secondary Source Century</i>	<i>Decade Primary source Secondary source Impact Cause Consequence</i>	<i>Bias Scaling Reliability Conclusion</i>