



Christ the Sower Ecumenical School

Growth in History



Growth in Knowledge

| | | | | | |
|------------------------------------------------------|----------------------------------------------------------------------------|------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| Make connections between periods of history | Explain change and continuity across and within periods of history | Analyse and explain the results of historical events, situations and changes | Interpret historical language in the context of concepts and questions linked to periods of history | Explain how and why different historical viewpoints and interpretations have been constructed | Analyse the diverse experiences of people in past societies |
| Establish clear narratives within periods of history | Make links between events and changes across and within periods of history | Identify the results of events, situations and changes | Understand and use a range of historical terminology, some linked to concepts | Understand that different versions of the past may exist, giving reasons for this | Compare and contrast a range of diverse societies |
| Fit people and events into a chronological framework | Identify examples of growth and change over time | Recognise why actions and events happened | Understand and use language related to the measurement of time | Identify different ways in which the past is represented | Know about similarities and differences between societies, including beliefs |
| Order and sequence familiar events | State examples of change | Know what causes everyday things to happen | Understand and use language related to the passing of time | Identify how things can be done differently | Know about similarities and differences between themselves and others |
| Chronology | Continuity & Change | Cause & Consequence | Historical Vocabulary | Perspectives & Interpretations | Similarities & Differences |

Growth in Skills

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|-----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Chronological understanding | Sequence events in their life Sequence 3 or 4 artefacts from distinctly different periods of time Match objects to people of different ages | Sequence artefacts closer together in time - check with reference book Sequence photographs etc. from different periods of their life Describe memories of key events in lives | Place the time studied on a time line Use dates and terms related to the study unit and passing of time Sequence several events or artefacts | Place events from period studied on time line Use terms related to the period and begin to date events Understand more complex terms e.g. BC/AD | Know and sequence key events of time studied Use relevant terms and period labels Make comparisons between different times in the past | Place current study on time line in relation to other studies Use relevant dates and terms Sequence up to 10 events on a time line |
| Range and depth of historical knowledge | Recognise the difference between past and present in their own and the lives of others. They know and recount episodes from stories about the past | Recognise why people did things, why events happened and what happened as a result Identify differences between ways of life at different times | Find out about everyday lives of people in time studied Compare with our life today Identify reasons for and results of people's actions Understand why people may have wanted to do something | Use evidence to reconstruct life in time studied Identify key features and events of time studied Look for links and effects in time studied Offer a reasonable explanation for some events | Study different aspects of different people - differences between men and women Examine causes and results of great events and the impact on people Compare life in early and late 'times' studied Compare an aspect of life with the same aspect in another period | Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings Compare beliefs and behaviour 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 |

| | | | | | | |
|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Interpretations of history | Use stories to encourage children to distinguish between fact and fiction Compare adults talking about the past – how reliable are their memories? | Compare 2 versions of a past event Compare pictures or photographs of people or events in the past Discuss reliability of photos/ accounts/stories | Identify and give reasons for different ways in which the past is represented Distinguish between different sources – compare different versions of the same story Look at representations of the period – museum, cartoons etc | Look at the evidence available Begin to evaluate the usefulness of different sources Use text books and historical knowledge | Compare accounts of events from different sources – fact or fiction Offer some reasons for different versions of events | Link sources and work out how conclusions were arrived at Consider ways of checking the accuracy of interpretations – fact or fiction and opinion Be aware that different evidence will lead to different conclusions Confidently use the library and internet for research |
| Historical enquiry | Find answers to simple questions about the past from sources of information e.g. artefacts, (see 4a) | Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. | Use a range of sources to find out about a period Observe small details – artefacts, pictures Select and record information relevant to the study Begin to use the library and internet for research | Use evidence to build up a picture of a past event Choose relevant material to present a picture of one aspect of life in time past Ask a variety of questions Use the library and internet for research | Begin to identify primary and secondary sources Use evidence to build up a picture of a past event Select relevant sections of information Use the library and internet for research with increasing confidence | Recognise primary and secondary sources Use a range of sources to find out about an aspect of time past Suggest omissions and the means of finding out Bring knowledge gathered from several sources together in a fluent account |

| | | | | | | |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Organisation and communication | Tell stories about the past/ events in a famous person's life Write the difference between things from the past and how they look now | Use labelled diagrams, recounts and pictures to tell what they know about the past. Annotate photographs | Communicate knowledge and understanding in a variety of ways – discussions, recounts, diaries, pictures, annotations, and drama. Begin to use historical vocabulary to describe periods studies Select relevant historical information | Select data and organise it into a data file to answer historical questions Display findings in a variety of ways Use dates and some historical vocabulary to describe period studied | Use dates and appropriate vocabulary Organise historical information Communicate knowledge in different forms | Select aspects of study to make a display Use a variety of ways to communicate knowledge and understanding including extended writing Select and organise information to produce structured work. Use dates and historical vocabulary |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|