

History Progression

Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	KS3 - GDS
Finding Out About the Past (Enquiry)	<p>Talk about and share experiences of the past and present.</p> <p>Talk about and describe artefacts from the past and present.</p>	<p>Compare aspects of the present with the past and describe simple similarities and differences.</p> <p>Give reasons for and describe changes that have taken place within living memory. (linked to national life)</p>	<p>Use simple sources of information such as artefacts, photos and books to answer simple questions about the past.</p> <p>Use key evidence to support judgements and reasoning made about aspects of the past.</p> <p>Ask and answer questions about an archaeological site.</p>	<p>Use a range of information to ask and answer questions about the past.</p> <p>Use interpretations, pictures and written sources to build a picture about the past.</p> <p>Give reasons why peoples account of the same event may be different.</p> <p>Talk about sources of information that contain negative views and accounts.</p>	<p>Answer questions about the past selecting information from a wide range of sources.</p> <p>Identify different ways in which people have represented and interpreted the past.</p> <p>Talk about and give reasons for an event being interpreted in a range of different ways.</p> <p>Give reasons for negative views and accounts in written sources of information.</p>	<p>Select, combine and present information from more than one source.</p> <p>Make a reasoned judgement about the validity of the different representations of the past.</p> <p>Recognise some of the strengths and limitations in terms of archaeological evidence.</p> <p>Talk about why some written sources may give a negative view or account.</p>	<p>Use sound evidence to support enquiry and conclusions.</p> <p>Use appropriate terminology and methods to present information about the past.</p> <p>Pursue historically valid enquiries including some they have framed themselves.</p> <p>Create relevant, structured and evidently support accounts.</p> <p>Identify how and why contrasting arguments and interpretations of the past have been constructed.</p>
Finding Out About the Past (Chronology)	<p>Use simple everyday terms to describe the passing of time, e.g. new and old, now and then etc.</p> <p>Talk about own life and those of people I know.</p> <p>Place objects and events within experience, in time order.</p>	<p>Talk about events, places and people beyond living memory. (National or Global)</p> <p>Use historical terms to describe the passage of time, e.g. modern, recent, long ago, older etc.</p> <p>Place objects, people and events beyond own experiences in time order.</p>	<p>Talk with increasing accuracy and detail about events, places and people beyond living memory.</p> <p>Use an increasing range of historical terms to describe the passage of time, e.g. modern, recent, long ago, older etc.</p> <p>Place a range of objects, people and events beyond own experiences in time order.</p>	<p>Use dates and historical terms to describe historical periods, e.g. The Ancient Greeks, Tudors, WW1/2, etc.</p> <p>Describe how the past has been divided into different periods of time. Use the terms BC and AD to locate dates of invasion and occupation.</p> <p>Explain reasons for placing objects, people and events in a particular order.</p>	<p>Describe the key characteristics and features of a range of different periods of history.</p> <p>Describe changes that have taken place within and across historical periods.</p> <p>Use historical terms effectively to describe periods within history.</p> <p>Place civilisations and events on a timeline showing an understanding of the terms BC and AD.</p>	<p>Compare and contrast features of historical periods identifying similarities and differences.</p> <p>Describe and analyse the impact of change within and between periods in the past.</p> <p>Select and organise information making accurate and effective use of dates and terminology when analysing and evaluating historical periods.</p>	<p>Extend and deepen chronological knowledge and understanding of British, local and world history.</p> <p>Analyse and evaluate the cause and effect of changes that took place in the past.</p> <p>Describe the ways in which different types of historical sources are used rigorously to make historical claims.</p>
Historical Events	<p>Talk about events in my life and the lives of people I know.</p>	<p>Talk about events and the lives of people beyond living memory. (Own locality)</p>	<p>Talk about and describe, in simple terms features of key events and people in the past.</p> <p>Compare similar events from the present and past.</p> <p>Talk about the impact of events on the lives of the people of the time.</p>	<p>Describe features of historical events beyond living memory.</p> <p>Identify common themes and features.</p> <p>Explain and give reasons for events in the present and past.</p>	<p>Describe a range of different features of key historical events.</p> <p>Compare and contrast events from different historical periods, e.g. Roman Invasion, Exploration, etc.</p> <p>Talk about the impact of events on different groups within society at that time.</p>	<p>Describe features of past events and make links between them.</p> <p>Interpret and evaluate a key historical event from more than one perspective or view point.</p> <p>Support evaluations with a range of evidence from a range of sources.</p>	<p>Identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time.</p> <p>Understand and explain the reasons for, and results of, key historical events.</p> <p>Support evaluations with a range of effective evidence from a range of appropriate sources.</p>
Lifestyles of People in the Past	<p>Talk about and describe my home and the way I live, e.g. day to day life, things I do, my house, my family etc.</p>	<p>Talk about similarities and differences between my life and that of others.</p> <p>Describe similarities and differences between the lives of people.</p>	<p>Talk about and describe the home and the way people lived, e.g. day to day life, things they did, their house, their family etc.</p> <p>Describe and give reasons for similarities and differences between the lives of people.</p> <p>Describe the changes and differences</p>	<p>Compare and contrast the ways of life of people from different historical periods.</p> <p>Compare and describe features of life now and in the past beyond living memory.</p> <p>Describe and give reasons for the changes and differences in lifestyle in the past and present.</p>	<p>Identify and describe features and characteristics of past societies.</p> <p>Compare and describe the characteristics of a range of significant groups from the past, e.g. Romans, Anglo-Saxons, etc.</p> <p>Compare and analyse the factors that caused change in the past.</p> <p>Talk about the impact of change on past societies, e.g. migration on economic grounds, displacement</p>	<p>Describe and make links between a range of past societies.</p> <p>Analyse and give reasons for the characteristics of a range of significant groups from the past, e.g. Ancient Egyptians, Native Americans, etc.</p> <p>Describe and give reasons for the beliefs held by different societies in the past.</p> <p>Compare and contrast the distinctive features of past societies.</p>	<p>Gain an understanding of the development of Church, state and society in Medieval Britain 1066-1509, then 1509-1745.</p> <p>Describe the ideas, political power, industry and empire: Britain, 1745-1901.</p> <p>Compare and contrast challenges for Britain, Europe and the wider world 1901 to the present day, including studying the Holocaust.</p>
Significant Historical People	<p>Talk about important people in my life and those of people I know.</p>	<p>Talk about important people beyond living memory using a range of historical vocabulary. (National and International achievements)</p>	<p>Talk about and describe events in the life of a well-known historical person.</p> <p>Describe key events in their life from a range of sources of information.</p> <p>Talk about the actions of, and events in the life of a well-known historical person.</p>	<p>Use a range of sources of information to find out about a significant historical person from a historical period, e.g. Queen Elizabeth I, Florence Nightingale.</p> <p>Identify and describe key events in their life from a range of sources of information.</p> <p>Talk about and give reasons for the actions of, and events in the life of a well-known historical person.</p>	<p>Use a range of sources of information to find out about significant historical people from a key historical period, e.g. Charles Darwin and Queen Victoria.</p> <p>Compare and contrast a range of information about a significant historical person.</p>	<p>Use a wide range of evidence to compare and analyse the lives of significant historical people from the same historical period.</p> <p>Use a wide range of evidence to compare and analyse the lives of significant historical people from different historical periods.</p>	<p>Conduct an in depth local study.</p> <p>Describe a significant society or issue in world history and its interconnections with other world developments.</p> <p>Use appropriate evidence sources to identify how people's lives have been shaped by people and events.</p>

Geography Progression

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Geographical Enquiry	<p>Identify and describe features in the local environment, e.g. house, farm, church.</p> <p>Use photos and pictures to locate places in the local environment.</p> <p>Talk about the local environment.</p>	<p>Name and describe physical and human features in the local environment.</p> <p>Use photos and simple street plans to find places in the local environment.</p> <p>Talk about features of the local environment that are liked and disliked.</p>	<p>Sort, group and compare physical and human features in the local environment.</p> <p>Use maps and simple street plans to locate places and features in the locality and further afield.</p> <p>Talk about and compare features of the local environment.</p>	<p>Ask and respond to simple geographical questions.</p> <p>Use an increasing range of secondary sources and first-hand enquiry, e.g. surveys.</p> <p>Present findings using a range of simple graphs and charts.</p> <p>Talk about evidence and draw simple conclusions.</p>	<p>Respond to challenging geographical questions by planning a range of tasks in order to find the answers.</p> <p>Use primary and secondary sources to find information about a range of localities.</p> <p>Present findings and statistical information in a range of different ways e.g. line graphs and pie charts.</p> <p>Present reasoned conclusions when presenting my findings..</p>	<p>Set own challenging questions when investigating geographical features and issues.</p> <p>Select appropriate sources of primary and secondary information to support investigation.</p> <p>Select an appropriate way in which to present statistical information and findings.</p> <p>Ensure that conclusions make accurate reference to the evidence presented.</p>	<p>Draw on own knowledge and understanding, suggest relevant geographical questions and issues and appropriate sequences of investigation.</p> <p>Use multiple sources of increasingly complex skills and sources of evidence and use effectively.</p> <p>Use Geographical Information Systems (GIS) to view, analyse and interpret places and data.</p> <p>Present findings in a coherent way and reach conclusions that are consistent with evidence.</p>
Geographical Skills & Fieldwork	<p>Talk about and describe features of the local environment from photos and leaflets etc.</p> <p>Label photos and pictures of the local environment, e.g. the church, river etc.</p> <p>Use simple aerial photos to identify landmarks and basic human and physical features.</p> <p>Use 'left', 'right', 'forwards' and 'back' to describe the location of features and routes on a map.</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p>	<p>Carry out a small local survey, e.g. traffic, litter, land use.</p> <p>Identify geographical features on a large scale map.</p> <p>Create a simple map of a familiar location using symbols and a simple key to represent landmarks.</p> <p>Use simple compass directions (North, South, East, and West) to describe the location of features on a map.</p> <p>Use world maps, atlases and globes to identify world countries, continents and oceans.</p>	<p>Carry out a small local survey, e.g. traffic, litter, land use.</p> <p>Identify a range of geographical features on maps.</p> <p>Create a simple map of a familiar location using symbols and a simple key to represent landmarks.</p> <p>Use the 4 points of the compass to describe the location of features and routes on a map.</p> <p>Use world maps, atlases and globes to identify world countries, continents, oceans, capital cities, etc.</p>	<p>Take part in simple fieldwork using simple equipment, e.g. compass, map, camera etc.</p> <p>Use simple geographical vocabulary, e.g. country, city, climate, landscape.</p> <p>Follow a route on a map from a familiar location within the local environment to another location, using four-figure grid referencing, and/or 8 points of a compass.</p> <p>Plan and follow a route using an Ordnance Survey map.</p> <p>Use world maps, atlases and globes and digital/computer mapping to locate towns/cities in the UK.</p>	<p>Use a range of equipment and maps to conduct fieldwork tasks.</p> <p>Communicate findings using geographical terms, e.g. location, land use, settlement.</p> <p>Map a route to another location in the UK using six-figure grid referencing.</p> <p>Create maps of the local environment and beyond using conventional symbols, a key and four-figure grid referencing.</p>	<p>Use a range of equipment and maps to conduct independent fieldwork.</p> <p>Communicate findings using complex terminology, e.g. erosion, delta, meander.</p> <p>Locate a city in the UK using six-figure grid referencing.</p> <p>Map a route to other locations in Europe and beyond.</p> <p>Plot a series of points along a route and use the scale to calculate the distance.</p>	<p>Build on knowledge of globes, maps and atlases and apply knowledge routinely both in the classroom and the field.</p> <p>Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data.</p> <p>Locate places worldwide using six figure grid referencing.</p> <p>Map a range of routes to worldwide locations.</p> <p>Identify the most direct, cost effective shortest route between two points or locations.</p>
Location & Place Knowledge	<p>Talk about and describe people and places in the local area.</p> <p>Talk about similarities and differences between places, e.g. the school playground and the town park.</p> <p>Talk about different ways to travel, e.g. on foot, by car, train, bus etc.</p> <p>Name and locate the four countries and capital cities of the United Kingdom and the surrounding seas.</p>	<p>Talk about and describe key features of the local area.</p> <p>Describe and compare features of known localities.</p> <p>Talk about and describe a contrasting locality in the UK. Name and locate the world's seven continents and five oceans.</p>	<p>Talk about and compare features of the local area.</p> <p>Compare features of localities, giving reasons for their similarities and differences.</p> <p>Compare and contrast localities in the UK.</p> <p>Compare and contrast the world's seven continents and five oceans.</p>	<p>Talk about and describe features of localities beyond the local area, including a region within the United Kingdom.</p> <p>Describe and compare contrasting locations within and beyond the UK. (a contrasting non-European country)</p> <p>Suggest reasons for the location of towns and settlements in a particular place, e.g. next to a river, on a hilltop.</p> <p>Identify physical and human features within a local study and how they have changed over time.</p> <p>Identify the Northern and Southern Hemispheres and the Arctic and Antarctic Circles.</p>	<p>Talk about and describe a range of cities and countries around the world, including a region in a European country.</p> <p>Support reasons for the similarities and differences between the physical and human features of a range of locations with factual evidence.</p> <p>Identify physical and human features that have contributed towards the change and development of a locality.</p> <p>Talk about the way in which the physical location can determine the growth of a settlement or industry.</p> <p>Identify the Equator, and the Tropics of Cancer and Capricorn.</p>	<p>Talk about and compare a wide range of locations, countries, and continents around the world, including a region within North or South America.</p> <p>Support reasons for the physical and human features of a location with factual evidence.</p> <p>Suggest ways in which a location might develop and change in the future, based on factual information.</p> <p>Identify and describe the links and relationships that connect localities both within and beyond the UK.</p> <p>Identify the position and significance of latitude and longitude and the Prime/Greenwich Meridian and time zone.</p>	<p>Extend and deepen locational knowledge and spatial awareness of the world's countries and environmental regions, including polar and hot deserts.</p> <p>Recognise that physical and human processes interact to influence and change landscapes, environments and climates.</p> <p>Describe the ways in which physical and human processes operating at different scales create geographical patterns and lead to changes in places.</p> <p>Recognise the many links and relationships that make places dependent on each other.</p>
Human and Physical	<p>Use simple geographical words to describe physical features e.g. beach, cliff, coast, forest, hill, mountain, sea, river, soil, valley, season, vegetation, season, weather.</p> <p>Use simple geographical words to describe human features e.g. city, town, village, factory, farm, house, office, port, harbour, shop.</p>	<p>Talk about the seasons and the changes that take place in spring, summer, autumn, winter in the UK.</p> <p>Talk about and describe features of landmarks within the locality.</p> <p>Identify and describe patterns and changes within the local environment.</p>	<p>Identify and locate hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Talk about and describe the function of features and landmarks within a locality.</p> <p>Describe and compare patterns and changes within the local environment.</p>	<p>Identify a range of simple physical processes, e.g. rivers, mountains, volcanoes and earthquakes.</p> <p>Identify a range of simple human processes, e.g. types of settlement and land use.</p> <p>Identify simple geographical patterns, e.g. hotels on a seafront. Identify and describe the way in which physical and human processes can change the features of a locality.</p>	<p>Identify an increasing range of physical processes, e.g. climate zones and biomes.</p> <p>Identify an increasing range of human processes, e.g. economic activity including trade links.</p> <p>Give simple explanations for the location of human and physical features within a locality.</p> <p>Recognise and describe a wide range of geographical patterns.</p>	<p>Identify a range of physical processes, e.g. vegetation belts and the water cycle.</p> <p>Identify a range of human processes, e.g. distribution of natural resources including energy, food, minerals and water.</p> <p>Identify and describe in detail the impact of change on the lives of people in a given locality.</p> <p>Compare and contrast an increasing range of geographical patterns.</p>	<p>Understand the key processes in physical geography relating to geographical timescales and plate tectonics, weather/weathering, climate and climate change, glaciation & coasts.</p> <p>Understand the key processes in human geography relating to population and urbanisation, international development, economic activity and use of natural resources.</p> <p>Recognise that the environment in the place and the lives of the people who live there are affected by actions and events in other places.</p>
Sustainability	<p>Talk about the things I like and don't like about the local environment. Talk about what people do in the local environment.</p>	<p>Express thoughts and views about a locality.</p> <p>Talk about how people can affect the environment they live in.</p>	<p>Give reasons for thoughts and views about a locality.</p> <p>Talk about and describe how people try to improve and sustain their environment. Give reasons for local environmental issues.</p>	<p>Justify reason, thoughts and views with factual information.</p> <p>Provide factual evidence to support ways in which people can improve and sustain the environment.</p> <p>Use a range of sources of evidence to support environmental issues.</p>	<p>Talk about and give reasons for own and others views about changes to the environment.</p> <p>Talk about and describe how people's actions can damage and improve the environment.</p> <p>Talk about and describe reasons for global environmental issues.</p>	<p>Recognise and describe the different views that people may hold when changes are made to the environment.</p> <p>Talk about and describe the ways in which groups try to manage an environment's sustainability.</p> <p>Describe how decisions made about places and environments can impact on the lives of the people who live there.</p>	<p>Recognise how conflicting demands on the environment may arise, describe and compare different approaches to managing environments.</p> <p>Recognise that considerations of sustainable development affect the planning and management of environments and resources.</p>