



# Hutton Rudby Primary School History Progression Statements

## History Intent Statement

### History Intent Statement:

At Hutton Rudby Primary School we keep the CHILD at the heart of everything we do; we will give children the opportunity to be lifelong learners in history by enabling them to:

- develop an interest, enthusiasm and curiosity for the past in our local area, in Britain and in the wider world including how people's lives have shaped the nation and how Britain has influenced and been influenced by the wider world
- gain historical perspective across long- and short-term-time scales (chronological understanding)
- discuss the diversity and similarities of key historical figures, societies, empires and civilisations (significance and interpretations)
- weigh up historical evidence to understand the processes of continuity and change (continuity and change)
- make sense of why and when important events happened, and how they have helped to influence and shape our own lives and identities (cause and effect)
- build an understanding of how democracy has changed throughout history

# **EYFS Understanding The World Statements**

## **Past & Present**

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

## **People, Culture & Communities**

- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts.

# Year 1 History Progression Statements

<b>Chronological Understanding</b>	<p>To be able to:</p> <ul style="list-style-type: none"><li>• Use words and phrases relating to the passing of time: old, new, days, months, years, then, now,</li><li>• Sequence a number of objects or events related to particular themes in chronological order.</li><li>• Recall parts of stories and memories about the past.</li></ul>
<b>Continuity and Change</b>	<p>To be able to:</p> <ul style="list-style-type: none"><li>• Identify some similarities, differences and changes occurring within a particular theme going back beyond living memory, and forwards to today.</li><li>• Identify independently a range of similarities, differences and changes within living memory.</li><li>• Understand how life has changed over time even within our own locality.</li></ul>
<b>Cause and Effect (Consequence)</b>	<p>To be able to:</p> <ul style="list-style-type: none"><li>• Identify at least one relevant cause for, and consequence of the events covered.</li><li>• Find answers to simple questions about the past from simple sources of information.</li><li>• Ask and answer basic questions about the past</li></ul>
<b>Significance and Interpretations</b>	<p>To be able to:</p> <ul style="list-style-type: none"><li>• Consider the reasons why an event might be significant.</li><li>• Consider the reasons why a person from the past might be significant.</li><li>• Use stories to distinguish between fact and fiction and understand that different people give different accounts of the same story.</li><li>• Identify different ways the past can be represented (fossils, paintings, diaries).</li></ul>

## Year 2 History Progression Statements

<p><b>Chronological Understanding</b></p>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>• Use words and phrases relating to the passing of time: past, present, later, change, peasantry, plague, recently</li> <li>• Sequence events in chronological order and discuss the similarities and differences between ways of life in different time periods.</li> <li>• Recall parts of stories and memories about the past with increasing accuracy.</li> </ul>
<p><b>Continuity and Change</b></p>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>• Identify some similarities and differences between the past and the present, focusing on changes beyond living memory</li> <li>• Learn about the lives of significant individuals in the past who have contributed to national and international achievements and how they differ from today</li> <li>• Understand how life has changed over time even within our own locality.</li> </ul>
<p><b>Cause and Effect (Consequence)</b></p>	<ul style="list-style-type: none"> <li>• To be able to:</li> <li>• Identify relevant causes for, and consequences of the events covered.</li> <li>• Show an understanding of the ways in which we find out about the past and identify different ways in which it is represented.</li> <li>• Ask and answer questions about the past.</li> </ul>
<p><b>Significance and Interpretations</b></p>	<ul style="list-style-type: none"> <li>• To be able to:</li> <li>• Consider the reasons why an event might be significant and to whom they are significant.</li> <li>• Consider the reasons why a person from the past might be significant and what impact they had on the world.</li> <li>• Compare different accounts of important events of the past</li> <li>• Compare different ways that the past can be represented</li> </ul>

# Year 3 History Progression Statements

<p><b>Chronological Understanding</b></p>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>• Group and sequence some events, objects, and societies from topics covered, by providing a few dates and/or period labels and terms.</li> <li>• Use words and phrases: century, decade, after, before, during.</li> <li>• Use timelines within a specific period of history to set out the order that things may have happened, noting changes over time.</li> <li>• Gain historical perspective by putting chronological understanding into local, national and wider world contexts.</li> </ul>
<p><b>Continuity and Change</b></p>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>• Describe some similarities, differences and changes occurring within eras. Compare and contrast with life today.</li> <li>• Make valid statements about the main similarities, differences and changes occurring between different eras.</li> <li>• Provide an overview of where and when the first civilizations appeared, and an in-depth study of an Ancient Civilization and the influence they had on the modern world.</li> </ul>
<p><b>Cause and Effect (Consequence)</b></p>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>• Describe some relevant causes for and effects of some of the key events and developments covered.</li> </ul>
<p><b>Significance and Interpretations</b></p>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>• Explain how several aspects of national history are significant in this locality.</li> <li>• Explain why some particular aspects of historical accounts, themes or periods are significant.</li> <li>• Identify and give reasons for different ways in which the past is represented, distinguishing between different sources.</li> <li>• Look at different representations of a period.</li> </ul>

# Year 4 History Progression Statements

<p><b>Chronological Understanding</b></p>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>• Group and sequence some events, objects, themes, societies, and achievements from topics covered, by providing a few dates and/or period labels and terms.</li> <li>• Use words and phrases: BC / AD, civilisation, empire.</li> <li>• Place events studied onto an overarching timeline.</li> <li>• Create individual timelines for each era, demonstrating key events in each era and explaining why they were important</li> <li>• Gain historical perspective by putting chronological understanding into local, national and wider world contexts.</li> </ul>
<p><b>Continuity and Change</b></p>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>• Reasonably explain some similarities, differences and changes occurring within eras. Compare and contrast with life today.</li> <li>• Use the school library and the internet to identify changes across a period.</li> <li>• Identify areas that have stayed the same across various eras.</li> </ul>
<p><b>Cause and Effect (Consequence)</b></p>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>• Provide a detailed description of the relevant causes for and effects of some of the key events and developments covered.</li> <li>• Comment on the importance of causes and effects for some of the key events and developments within topics.</li> </ul>
<p><b>Significance and Interpretations</b></p>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>• Explain how specific aspects of national history are significant in this locality.</li> <li>• Explain why some particular aspects of historical accounts, themes or periods are significant both nationally and internationally.</li> <li>• Explore available evidence for the periods studied and begin to evaluate the usefulness of different sources.</li> </ul>

# Year 5 History Progression Statements

<p><b>Chronological Understanding</b></p>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>• Describe events using words and phrases such as: BCE, CE, Victorian era, period, event, influence, compare, contrast.</li> <li>• Draw a timeline detailing key historical events within different historical periods, or showing significant events within the lives of influential people, using appropriate dates and terms.</li> <li>• Begin establishing clear, chronological narratives within eras studied</li> <li>• Summarise the main events of, or the most significant features within different themes, giving an order of events.</li> </ul>
<p><b>Continuity and Change</b></p>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>• Provide overviews of the most significant features of different themes, individuals, societies and events covered.</li> <li>• Compare similarities, differences and changes within and across some topics, in terms of importance, progress or the type and nature of the change.</li> <li>• Provide an overview of the similarities and differences between a non-European society and British History.</li> <li>• Find out about beliefs, behaviour and characteristics of an ancient civilisation, recognising that not everyone shares the same views and feelings</li> <li>• Make comparisons between an ancient civilisation's social structures to today's social structures</li> </ul>
<p><b>Cause and Effect (Consequence)</b></p>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>• Place valid causes and effects in order of importance, relating to events and developments covered within eras.</li> <li>• Combine both overview and depth studies to aid understanding of the long arc of development.</li> </ul>
<p><b>Significance and Interpretations</b></p>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>• Describe the significant events in many of the eras covered.</li> <li>• Explain reasons why particular aspects of a historical event, development or society were of greatest significance.</li> <li>• Compare accounts from different sources</li> <li>• Begin to identify primary and secondary sources and select relevant sections of information.</li> <li>• Use the library and internet to research with increasing confidence.</li> <li>• Use multiple sources to build an account of a past event</li> </ul>

# Year 6 History Progression Statements

<p><b>Chronological Understanding</b></p>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>• Draw a timeline detailing key historical events within different historical periods, or showing significant events within the lives of influential people, using appropriate period labels, dates and terms.</li> <li>• Sequence with independence the key events, objects, themes, societies and people in Upper Key Stage 2 topics covered, using dates, period labels and terms</li> <li>• Summarise the main events of, or the most significant features within different themes, explaining the order of events.</li> </ul>
<p><b>Continuity and Change</b></p>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>• Provide detailed explanations of the most significant features of different themes, individuals, societies and events covered.</li> <li>• Compare similarities, differences and changes within and across large periods of time, in terms of importance, progress or the type and nature of the change.</li> <li>• Study the reasons for rapid changes in technology over certain periods of time.</li> <li>• Study the complexity of different aspects surrounding a significant turning point in British History.</li> <li>• Compare beliefs and behaviours in ancient civilisations studied in Upper KS2</li> </ul>
<p><b>Cause and Effect (Consequence)</b></p>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>• Place several valid causes and effects in order of importance, relating to events and developments covered within eras.</li> <li>• Write explanations of key historical events in terms of cause and effect, using evidence to support and illustrate the explanation with a focus on finding deep reasons.</li> <li>• Combine both overview and depth studies to aid understanding of the long arc of development.</li> </ul>
<p><b>Significance and Interpretations</b></p>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>• Describe the significant events in many of the topics covered and how these have impacted the modern world.</li> <li>• Explain reasons why particular aspects of a historical event, development or society were of great significance.</li> <li>• Confidently recognise primary and secondary sources and use a range of these to find out about an aspect of the past</li> <li>• Compare accounts from different sources and consider ways of checking if they are fact or opinion pieces, being aware that different evidence can lead to different conclusions.</li> <li>• Confidently use the library and internet to research.</li> <li>• Link sources to establish how conclusions were drawn and use these sources to create a fluent account of an event.</li> </ul>