



Chronology: Developing an understanding of the **chronology** of the people, events, periods or civilizations studied.

Year R Students will know and...	Year 1/2 Students will know and...	Year 3/4 Students will know and...	Year 5/6 Students will know and...
<ul style="list-style-type: none"> *Remember and talk about significant events in their own experiences *Sequence photographs from different parts of their life. *Match objects/items to people of different ages. 	<ul style="list-style-type: none"> *Create simple timelines to sequence processes, events, objects within their own experience. *Confidently use vocabulary associated with the past (old and new, then and now) and can use phrases to describe intervals of time (Before, after, at the same time, etc.) *Realise that historians use dates to describe events. 	<ul style="list-style-type: none"> *Use and understand phrases such as 'over three hundred year ago' and AD/BC or BCE/CE *Begin to understand historical periods overlap each other and vary in length. *use more precise chronological vocabulary 	<ul style="list-style-type: none"> *Understand that past civilizations overlap with others in different parts of the world and that their respective durations vary. *Accurately place civilisations/periods studied, in chronological order and may take account of some overlap in duration and intervals between them.



Corpus Christi Catholic Primary Progression of Knowledge and Skills

Characteristic Features: Identifying **characteristic features** of events, people, periods or civilizations studied.

Year R Students will know and...	Year 1/2 Students will know and...	Year 3/4 Students will know and...	Year 5/6 Students will know and...
<p>*Recognise similarities and differences between themselves and others.</p> <p>*Recognise similarities and differences among families, communities, and traditions.</p>	<p>*Recognise that buildings, clothing, transport or technology could be different in the past.</p> <p>*Show awareness of significant features not seen today.</p> <p>*Recognise and describe, in simple terms, some characteristic features of a person or period studied.</p> <p>*Increasingly use period specific language in explanations</p>	<p>*Describe main features associated with the period/civilization studied.</p> <p>*Give simple explanations that not everyone in the past lived in the same way.</p> <p>*Consistently use period specific language in explanations.</p>	<p>*Understand that some past civilizations in different parts of the world have some important similarities.</p> <p>*Identify and make links between significant characteristics of periods/civilization studied and other studied previously.</p> <p>*Contrast and make some significant links between civilizations/periods studied.</p> <p>*Give reasoned explanations with reference to significant examples of some connections between ways of life in the different civilizations and periods studied.</p>



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Continuity and Change: Developing and understanding that while many aspects of life changed for people over time, change was not necessarily universal nor occurred at a consistent rate.

Year R Students will know and...	Year 1/2 Students will know and...	Year 3/4 Students will know and...	Year 5/6 Students will know and...
<p>*Recognise the difference between past and present in their own lives.</p> <p>*Recognis the difference between past and present in others lives.</p>	<p>*Match old objects to people or situations from the past.</p> <p>*Describe how some aspects of life today differ from the past using simple historical vocabulary.</p> <p>*Talk about similarities and differences not just between <i>then</i> and <i>now</i> but between <i>then</i> and <i>another then</i>.</p>	<p>*Describe some changes in history over a period of time and identify some things which stayed the same.</p> <p>*Describe and give some examples of a range of changes at particular points in history while some things remained the same.</p> <p>*Explain why changes in different places might be connected in some way.</p>	<p>*Give simple explanations with simple examples of why change happened during particular events/periods.</p> <p>*Understand that there is usually a combination of reasons for any change.</p> <p>*Understand that changes do not impact everyone in the same way or at the same time.</p> <p>*Understand that changes in different places and places can be connected.</p> <p>*Have an overview of the kinds of things that impact on history and are continuous through time and the kinds of things impacting changes significantly.</p>



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Cause and Consequence: Develop an understanding that changes in the past usually resulted from several factors and that the consequences of those changes affected people differently, or not at all, depending on a range of other factors.

Year R Students will know and...	Year 1/2 Students will know and...	Year 3/4 Students will know and...	Year 5/6 Students will know and...
<p>*Recount episodes from their own and other' past, saying why it happened.</p>	<p>*Give simple explanations why a person from the past acted as they did and talk about the consequences of those actions.</p> <p>*Describe in simple terms the causes of an important historical event offering at least one example of its results.</p>	<p>*Describe the causes and/or consequences of an important historical event offering more than one example of these.</p> <p>*Describe with simple examples different types of causes seeing that events happen for various reasons not just human actions</p>	<p>*Explain consequences in terms of immediate and longer term effects and /or that people were affected differently.</p> <p>*Link causes or explain that one cause might be linked to another making an event much more likely to happen.</p> <p>*Explain the causes and consequences of quite complex events, even though they might still link some in a simple way.</p>



Historical Significance: develop an understanding that significance in historical terms, implies that the impact of an event, person's actions or change was widespread, wide ranging or lasting for some considerable time (possibly into the present).

Year R Students will know and...	Year 1/2 Students will know and...	Year 3/4 Students will know and...	Year 5/6 Students will know and...
<p>*Talk about events in their own experiences that are important to them.</p> <p>*Describe an event or family member from their past that is important to remember</p>	<p>*Recognise and describe special times or events for family or friends.</p> <p>*Recognise and talk about who was important e.g. in a simple historical account.</p>	<p>*Understand that events, people and developments are considered significant if they resulted in change (had consequences for people at the time and/or over time).</p> <p>*Identify significance reveals something about history or contemporary life.</p>	<p>*Use criteria to make judgements as to the significance of events, people or developments within a particular historical narrative.</p> <p>*Make judgements about historical significance against criteria.</p> <p>*Recognise that historical significance varies over time, and by the interpretations of those ascribing that significance (provenance).</p>



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Historical Interpretation: building an understanding that all history is to some extent a construct, the reliability of which depends on the type and range of evidence available about a person, event, period or civilization and the aims or view of those that developed the construct.

Year R Students will know and...	Year 1/2 Students will know and...	Year 3/4 Students will know and...	Year 5/6 Students will know and...
<p>*Read different versions of the same (traditional) stories.</p> <p>*Use stories to encourage children to distinguish between fact and fiction.</p>	<p>*Identify and talk about different accounts of real historical situations.</p> <p>*Identify and talk about differences in accounts relating to people or events both from the time (contemporary source) and from the present (interpretive source).</p>	<p>*Recognise differences between versions of the same event and can give a simple explanation of why we might have more than one version.</p> <p>*Describe how different interpretations arise.</p> <p>*Understand that historical understanding is continuously being revised; if we find new evidence we have to rewrite the past.</p>	<p>*Understand that different accounts of the past emerge for various reasons—different people might give a different emphasis.</p> <p>*Understand that some interpretations are more reliable than others.</p> <p>*Understand that all history is to some extent a construct (interpretation) and can identify a range of reasons for this.</p> <p>*Understand that interpretations can be questioned on the grounds of the range of evidence used to support them or due to the aims of the creator of the interpretations (provenance).</p>



Historical Enquiry: the development and increasingly sophisticated use of historical skills and the ability to communicate the findings of historical studies.

Year R Students will know and...	Year 1/2 Students will know and...	Year 3/4 Students will know and...	Year 5/6 Students will know and...
<p>*Talk about some of the things they have observed, question why things happen, and give explanations.</p>	<p>*Talk about similarities and differences between two or more historical sources using simple historical terms.</p> <p>*Talk about past events and use annotations or captions (may scribed) to identify important features of picture resources,</p> <p>*Gather information from simple sources to ask and answer questions about the past.</p> <p>*Explain events and actions rather than just retell the story.</p>	<p>*Describe in simple terms how sources reveal important information about the past.</p> <p>*Recognise that the absence of certain types of sources can make it more difficult to draw conclusions.</p> <p>*Describe and question the origins and purposes of sources using knowledge of periods and civilizations.</p>	<p>*Explain with examples why a source might be unreliable.</p> <p>*Construct simple reasoned arguments about aspects of events, periods and civilisations studied.</p> <p>*Question source reliability with reference to the period or civilization and/or the provenance of a source, considering why different sources may give conflicting information and offering reasons for this.</p> <p>*Construct reasoned arguments about events, periods or civilizations studied.</p>