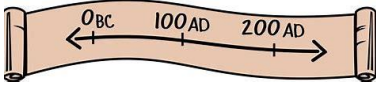




## St Joseph's Wesham Primary History Curriculum-Progression

	Phase 1 Year 1/2	Phase 2 Year 3/4	Phase 3 Year 5/6
<p><i>Chronology</i></p> 	<ul style="list-style-type: none"><li>• Understand and use the words past and present.</li><li>• Use everyday words and phrases to describe the passing of time.</li><li>• Sequence events and changes in my own lifetime.</li><li>• Understand how to sequence events and artefacts such as objects or photographs.</li><li>• Use historical words and phrases to describe the passing of time including dates and decades</li></ul>	<ul style="list-style-type: none"><li>• Understand and use the term century and name specific dates.</li><li>• Understand what a timeline is.</li><li>• Understand that a timeline can be divided into BC and AD/CE.</li><li>• Use a timeline to place events I have found out about.</li><li>• Understand that the past can be divided into time periods.</li><li>• Name the century and dates of significant events from the past that I know about.</li></ul>	<ul style="list-style-type: none"><li>• Describe the main changes within a period of history (political, technological and cultural).</li><li>• Develop a timeline using an appropriate scale.</li><li>• Place historical events and time periods accurately on a timeline.</li><li>• I can describe the main changes within a period of history and over different periods of history.</li><li>• Use previous learning to inform my timeline scale.</li></ul>






## St Joseph's Wesham Primary History Curriculum-Progression

	<ul style="list-style-type: none"><li>• Sequence events and changes in the past.</li><li>• Understand how to sequence events, people and artefacts in order using a scale.</li></ul>	<ul style="list-style-type: none"><li>• Place events in history approximately in the right place on a time line.</li><li>• Understand the importance of a scale when using a timeline</li></ul>	<ul style="list-style-type: none"><li>• Use a timeline to demonstrate changes and developments in culture and technology</li></ul>
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## St Joseph's Wesham Primary History Curriculum-Progression

	Phase 1 Year 1/2	Phase 2 Year 3/4	Phase 3 Year 5/6
 <p>Assessing Evidence</p>	<ul style="list-style-type: none"><li>• Know what a source is</li><li>• Use books, stories, photographs, websites, pictures, objects, historical visits to help me find out about the past.</li><li>• Know how to use clues to find out about the past.</li><li>• Use a source.</li><li>• Use more than one type of source to find out about an event or a person from the past.</li><li>• Understand how to use evidence to find out about the past.</li></ul>	<ul style="list-style-type: none"><li>• know what a historical question looks like</li><li>• Use evidence to start to generate my own questions about the past.</li><li>• Confidently use evidence to help me answer questions about the past. Devise my own historical questions</li><li>• Follow a line of historical enquiry given to me by my teacher.</li><li>• Choose suitable sources of evidence for my historical enquiry and use them to</li></ul>	<ul style="list-style-type: none"><li>• Choose reliable and useful sources of evidence and start to give reasons. □ Give clear reasons why there may be different accounts of history.</li><li>• □ Choose reliable sources of evidence and give reasons for my decision. □ Understand that it is important to know that some evidence from the past (and present) is propaganda, opinion or misinformation,</li></ul>






## St Joseph's Wesham Primary History Curriculum-Progression

		support my answers.	and that this affects interpretations of history.
<p>Using Evidence</p> 	<ul style="list-style-type: none"><li>• Ask questions about the past. (What was it like? What was it used for? Who is it? What were they doing?)</li><li>• Answer questions about the past.</li><li>• Ask questions about the past (What was it like for people in the past? What happened in the past? How long ago did an event happen?)</li><li>• Start to answer questions about the past using evidence to help me.</li></ul>	<ul style="list-style-type: none"><li>• know what a historical question looks like Use evidence to start to generate my own questions about the past.</li><li>• Confidently use evidence to help me answer questions about the past.</li><li>• Devise my own historical questions.</li><li>• Follow a line of historical enquiry given to me by my teacher.</li></ul>	<p>Analyse, evaluate and refine my own questions</p> <ul style="list-style-type: none"><li>□ Follow my own line of historical enquiry. □</li><li>Choose reliable sources of evidence to help me answer questions giving reasons for my choices.</li><li>□ Use sources of information to form testable hypotheses about the past. □</li><li>Choose reliable sources of evidence to help me answer questions realising that there is often not a single answer to historical questions. □</li></ul>





## St Joseph's Wesham Primary History Curriculum-Progression

		<ul style="list-style-type: none"> <li>Choose suitable sources of evidence for my historical enquiry and use them to support my answers</li> </ul>	Adapt and refine my line of enquiry.
	Phase 1 Year 1/2	Phase 2 Year 3/4	Phase 3 Year 5/6
<p>Historical communication and language.</p> 	<ul style="list-style-type: none"> <li>Share what I have found out by telling someone.</li> <li>Show what I have learnt through drawings, models, art, photographs and drama.</li> <li>Recount an event.</li> </ul>	<ul style="list-style-type: none"> <li>Orally retell an event from the perspective of having been there.</li> <li>Use drama to improve my understanding of a historical event.</li> <li>Present to others what I have found out.</li> <li>Write a report, diary entry etc. of</li> </ul>	<p>Use my historical understanding and empathy to communicate my ideas.</p> <ul style="list-style-type: none"> <li>Communicate different viewpoints (orally and written).</li> <li>Organise a presentation about a historical event, person or source and</li> </ul>





## St Joseph's Wesham Primary History Curriculum-Progression

		an event from the perspective of having been there.	answer questions about it. <ul style="list-style-type: none"><li>• Organise a presentation about a historical event, person or source and lead a discussion.</li></ul>
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