

Scholar Green Primary School
History Progression Model

	Knowledge	Skills	Vocabulary
1	<p>To know changes within living memory.</p> <p>To know about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p> <p>To know about significant historical events, people and places in their own locality.</p>	<p><u>Understand Chronology</u></p> <ul style="list-style-type: none"> To be able to identify past events, present events, older and newer. To place artefacts on a timeline. To recognise that their own lives are different from the lives of people in the past. <p><u>Investigate and interpret the past</u></p> <ul style="list-style-type: none"> To observe or handle evidence to ask questions about an object or event such as: What was it like for people? What happened? How long ago? What is it made of? What is it used for? 	<p><u>Communicate Historically</u></p> <p>Use words and phrases such as:</p> <ul style="list-style-type: none"> a long time ago recently when my parents were children years living memory significant local/locality invention <p>Changes within living memory. change in national life Parents, Grandparents, Great grandparents Lifetimes way of life Home life, transport, materials, leisure</p>
2	<p>To know about events beyond living memory that are nationally or globally significant.</p>	<p><u>Understand Chronology</u></p> <ul style="list-style-type: none"> To sequence events and historical figures on a timeline. To recount changes that have occurred in their own lives. 	<p><u>Communicate Historically</u></p> <p>As above plus:</p> <ul style="list-style-type: none"> topic vocabulary in context nationally globally international

	<p>To know about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p> <p>To know about significant historical events, people and places in their own locality.</p>	<ul style="list-style-type: none"> • To use dates where appropriate, as well as everyday terms about the passing of time. <p><u>Investigate and interpret the past</u></p> <ul style="list-style-type: none"> • To use artefacts, pictures, stories, online sources etc. to find out about the past. • To answer questions based on simple observation. • To identify some of the different ways that the past is represented. 	<ul style="list-style-type: none"> • achievement • timeline • artefacts • observation • Similar/different • Source • Reason • Connection • Research • Question <p>Events beyond living memory significant nationally globally Great Fire of London, aeroplane flight commemorate festivals anniversaries remembrance key features of events Parliament</p>
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