



Shirley Infant and Junior Schools History Progression

Our early years children will be able to talk about memories and events in their own lives and compare these to present day. Through discovery, they will begin to ask questions about the world around them. On their path to becoming a Shirley infant historian they will develop a true fascination about the past. From first- hand experience, our children will be able to compare the past to their own lives. They will begin to use a range of primary sources to imaginatively reconstruct the past. They will explore areas of history that are relevant to their everyday lives which will expand their understanding of their Locality-Southampton.

Skills	R	1	2	3	4	5	6
Using sources	Develop knowledge and understanding of the world through concrete objects.	I can use a source to find out information about the past.	I can use a range of sources to find out about the past.	I can use a range of sources to draw historical conclusions.	I can use a range of primary and secondary sources to draw historical conclusions.	I can compare different sources and point out their similarities and differences.	I can comment on the bias and reliability of sources.
Difference	I can spot simple similarities and differences.	I can begin to make comparisons between life in the past and now.	I can begin to make comparisons between different groups in a historical period.	I can compare different groups from a historical period.	I can compare different societies from a historical period.	I can begin to identify key similarities and differences between aspects of history.	I can identify key similarities and differences between aspects of history.
Time (Chronology)	I can use simple time language to understand the past.	I can begin to use time language to order events.	I can order events within a historical period.	I can sequence a few events on a time line using the terms BC, AD.	I can sequence events and aspects of a historical period on a timeline.	I can place events across multiple periods on a time line.	I can use accurate scaling to represent events and aspects of history on a time line.
Cause and consequence	I can explore how my actions have consequences.	I understand that actions have consequences.	I can say why events in the past might have happened.	I can describe the consequences of events in the past.	I can describe the reasons for events happening in the past.	I can describe a reasons for and results of people's actions and events.	I can pick out and explain key reasons for and consequences of people's actions and events.
Skills vocabulary	<i>A long time ago Now Change Different The same</i>	<i>Past Present Compare Event Source Before After Time line</i>	<i>Period Source Cause Time line Compare Past Present</i>	<i>Hierarchy Ancient Source BC AD Chronology Consequence</i>	<i>Pre-history Archaeology Era Primary Source Secondary Source Century</i>	<i>Decade Primary source Secondary source Impact Cause Consequence</i>	<i>Bias Scaling Reliability Conclusion</i>