



### WJS History Continuous Concept Progression

Progression in history involves developing **historical perspective** through...

- Wider, more detailed and chronologically secure knowledge
- Sharper methods of enquiry and communication
- Note connections, contrasts and trends over time
- Closer integration of our key concepts
- Greater independence in applying all these qualities

	Continuity and Change: Children will know;	Continuity and Change: Children will understand;	Continuity and Change: Children will be able to;
Year 3/4	- the main changes that have occurred in the period of history studied.	-that land use and buildings change over time for different reasons. - that it is important to ask questions about the past to learn.	-regularly address and sometimes devise historically valid questions about change.
Year 5/6	-the main changes that have occurred in any period of history studied.	-that the concepts of continuity and change happen over time; sometimes periods of change are rapid and other changes happen over a period of time.	-describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). -identify periods of rapid change in history and contrast them with times of relatively little change. -identify continuity and change in the history of the locality of the school. -address and sometimes devise historically valid questions about change. -represent continuity and change, on a time line.
	<b>Evidence: Children will know;</b>	<b>Evidence: Children will understand;</b>	<b>Evidence: Children will be able to;</b>
Year 3/4	-how sources of evidence need to be considered carefully to support understanding of the past	-that different sources of evidence can be used to create a better understand of the past. -that some sources of evidence may be more reliable than others.	-use evidence to ask questions and find answers to questions about the past. -suggest suitable sources of evidence for historical enquiries. -use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. -describe different accounts of an historical event are required and explain why some of the accounts may differ
Year 5/6	-how to seek out and analyse a wide range of evidence in order to justify claims about the past.	-that no single source of evidence gives the full answer to questions about the past	-use sources of evidence to deduce information about the past. -use sources of evidence to form testable hypotheses about the past.

			<ul style="list-style-type: none"> <li>-show an awareness of the concept of 'propaganda' and how historians must understand the social context of evidence studied.</li> <li>-refine lines of enquiry as appropriate to form ideas about the past.</li> </ul>
	<b>Chronology: Children will know;</b>	<b>Chronology: Children will understand;</b>	<b>Chronology: Children will be able to;</b>
Year 3/4	<ul style="list-style-type: none"> <li>- where all people/events studied fit into a chronological framework of their studies to date.</li> </ul>	<ul style="list-style-type: none"> <li>- that chronology is the times at which past events happened in the order in which they happened.</li> <li>- that the concept of change over time, representing this, along with evidence, on a time line.</li> </ul>	<ul style="list-style-type: none"> <li>- place events, artefacts and historical figures on a time line using dates.</li> <li>- use dates and terms to describe events.</li> </ul>
Year 5/6	<ul style="list-style-type: none"> <li>- a broad overview of life in Britain from medieval until the Tudor and Stuarts times.</li> </ul>	<ul style="list-style-type: none"> <li>- that the concepts of continuity and change over time, representing this, along with evidence, on a time line.</li> <li>- that the order in which things happened can help them to make connections between events in the past and future events.</li> </ul>	<ul style="list-style-type: none"> <li>- use dates and terms accurately in describing events.</li> <li>- give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.</li> <li>- describe / make links between main events, situations and changes within and across different periods/societies</li> <li>- use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy.</li> </ul>
	<b>Similarity and difference: Children will know;</b>	<b>Similarity and difference: Children will understand;</b>	<b>Similarity and difference: Children will be able to;</b>
Year 3/4	<ul style="list-style-type: none"> <li>- how to address and sometimes devise historically valid questions about similarity and difference</li> </ul>	<ul style="list-style-type: none"> <li>- that there are similarities and differences between periods of time and across different societies.</li> </ul>	<ul style="list-style-type: none"> <li>- compare some of the times studied with those of other areas of interest around the world.</li> </ul>
Year 5/6	<ul style="list-style-type: none"> <li>- a broad overview of similarities and differences between life in Britain from medieval until the Tudor and Stuarts times</li> </ul>	<ul style="list-style-type: none"> <li>- that there are connections, contrasts and trends that occur over time</li> </ul>	<ul style="list-style-type: none"> <li>- give a broad overview of life in Britain in Victorian times, referring to our Victorian built school.</li> <li>- regularly address and sometimes devise historically valid questions about similarity and difference</li> <li>- describe social, cultural, religious and ethnic diversity in Britain &amp; the wider world</li> </ul>