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| **Flintham Primary School Whole School History Lens Progression**  How we interpret evidence and accounts of people, societies, and events from the past. |

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| **Historical Aspect** |  | **KS1: Class 2** | **Lower KS2: Class 3** | **Upper KS2: Class 4** |
| **1. Chronological knowledge / understanding *(including characteristic features of periods****)*  When did this happen /people live?  Using historical language explain/ discuss what you have found out about.  How do we evaluate the evidence? |  | * Develop an awareness of the past * Use common words and phrases relating to the passing of time * Know where all people/events studied fit into a chronological framework * Identify similarities / differences between periods | * Continue to develop chronologically secure knowledge of history * Establish clear narratives within and across periods studied * Note connections, contrasts and trends over time | * Extend and deepen their chronologically secure knowledge of history and a well-informed context for further learning * Identify significant events, make connections, draw contrasts and analyse trends within periods and over long arcs of time |
| **2. Historical Vocabulary**  **Specific to unit of study** |  | * Use a wide range of everyday historical terms | * Develop the appropriate use of historical terms | * Use historical terms and concepts in increasingly sophisticated ways |
| **3.Substantive Concepts** |  | * Who?When?Why?What? * What?When?Where? * Past/Present/Future * Chronological order * Treason * Parliament | * Empire * Monarchy * Nobility * Parliament Rules/Laws/ Rights/Prime Minister * Civilisation * Freedom/Slaves / Liberty * Society * Culture * Beliefs/Religion * Ancestor * Army /Military * Conflict * Conquer * Invasion * Migration * Immigration * Settlement | * Ally/Alliance * Army /Military * Conflict * Conquer * Invasion * Civilisation * Culture * Beliefs/Religion * Freedom/Slaves/ Liberty * Democracy * Parliament Rules/Laws/ Rights/Prime Minister * Society * Civil War * Conflict * Monarchy * Nobility * Ancestor * Migration * Immigration • * Settlement |
| **4.Historical enquiry - evidence / Communicating historically**  Building an overview of British, local and world history  How did people in the past view their world?  How did their world view affect their choices and actions?  What values, skills and forms of knowledge did people need to succeed? How do we evaluate the evidence? |  | * Ask and answer questions * Understand some ways we find out about the past * Choose and use parts of stories and other sources to show understanding (of second order concepts below) | * Use a range of sources to find out about an aspect of time past. * Understand how knowledge of the past is constructed from a range of sources * Construct informed responses by selecting and organising relevant historical information | * Recognise primary and   secondary sources   * Regularly address and sometimes devise historically valid questions * Understand how different types of sources are used rigorously to make historical claims * Use a variety of ways to   communicate knowledge and  understanding including  extended writing   * Plan and carry out ndividual investigations |
| **5.Interpretations of history**  How can we find out about..?  What matters and why?  How does the past help us make sense of the present?  How is the past similar to the present?  What can we learn from the past? |  | * Identify different ways in which the past is represented | * Understand that different versions of the past may exist, giving some reason for this | * Discern how and why contrasting arguments and interpretations of the past have been constructed |
| ***Second Order Concepts: Key concepts that underpin all historical enquiry, developed through regular re-visiting in a range of contexts*** | | | | |
| ***6a.Continuity and change in and***  ***between periods***  *What has changed?*  *What has remained the same?*  *Who has benefitted? And why?*  *Who or what made change happen?*  *Who supported change and who did not?*  *How did events effect people’s lives,*  *community and the world?*  *Which effects were intended, and which were accidental?* |  | *Identify similarities / differences between ways of life at different times* | *Describe / make links between main events, situations and changes within and across different periods/societies* | *Identify and explain change and continuity within and across periods* |
| ***6b.Cause and consequence***  *What were the causes of past event?*  *What were the effects?*  *Which effects were intended, and which were accidental?* |  | *Recognise why people did things, why events happened and what happened as a*  *result* | *Identify and give reasons for, results of, historical events, situations, changes* | *Analyse / explain reasons for, and results of, historical events, situations, changes* |
| ***6c.Similarity and Difference within a period/situation***  ***(diversity)***  *Can you name 3 key similarities/differences between period 1 and period 2?*  *How does life* |  | *Identify similarities and differences between ways of life within living memory.*  *Identifying similarities and differences helps us to make comparisons between life now and in the past.* | *Explain the similarities and differences between two periods of history*  *.Compare and contrast two civilisations.*  *Throughout history, common areas of human concern include the need for food, survival, shelter and warmth; the accumulation of power and wealth and the development of technology* | *Compare and contrast leadership, belief, lifestyle or significant events across a range of time periods.*  *Common aspects of history, such as leadership, belief, lifestyle and significant events, are features of different historical time periods. Many of these threads have features in common, such as the invasion of a country by a leader and an army, but may also have differences, such as the success of an invasion.* |
| ***6d.Significance of events / people***  *What were the causes of past event?*  *What were the effects?*  *Who were they and why are they significant?*  *What happened and why was it significant?*  *Who or what made change happen?*  *Which effects were intended, and which were accidental?* |  | *Describe historical events. Identify some key features of a significant historical event beyond living memory.* | *Explain why an aspect/event of world history is significant – explaining some of the key causes, events and consequences.* | *Present a detailed historical narrative about a significant global event. Historical narratives can include descriptions of long and short-term causes and consequences of an event; highlight the actions of significant individuals and explain how significant events caused great change over time.* |