

Hill West Primary School Progressive Learning Journey for History



	Knowledge and understanding of events, people and changes in the past	Historical Interpretation
Y e a r 1	<p>I can tell you about events in my childhood.</p> <p>I can sequence the events in my childhood.</p> <p>I can understand terms such as before, after, then, now and a long time ago.</p> <p>I can tell you about a time before I was born, what it was like when my parents and grandparents were children; the types of toys they played with then; the transport they used.</p> <p>I can sequence objects from the past, for example toys, from oldest to newest.</p> <p>I can tell you about the Wright brothers, who invented the airplane.</p> <p>I can tell you about William Hillary and Royal National Lifeboat Institution.</p>	<p>I can use primary sources, identifying things that are the same and things that are different, for example an old teddy and a new teddy.</p> <p>I can use primary and secondary sources to explain how I know something happened in the past.</p> <p>I can obtain information from local people about how our local area has changed over time.</p>

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Y e a r 2	<p>I can put events and objects in chronological order.</p> <p>I can understand the terms century and decade and use a wider range of vocabulary such as recently, before, afterwards, later.</p> <p>I can research and explore significant events from before living memory, including the gunpowder plot.</p> <p>I know and understand key facts about the Great Fire of London.</p> <p>I know and understand key facts about the lives of Florence Nightingale and Mary Seacole.</p> <p>I know and understand key facts about the life of Neil Armstrong.</p> <p>I can answer questions about the past by looking at historical sources.</p>	<p>I can use primary resources to identify things that are the same and things that are different for example Samuel Pepys's diary.</p> <p>I can discuss how different forms of historical evidence helps us to understand events in the past in greater detail.</p> <p>I can understand what a primary source is.</p> <p>I can compare different sources of evidence about a person, object, event or change in history.</p> <p>I can talk about how my local area has changed over time supported by a visit to the Black Country Museum.</p>

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Y e a r 3	<p>I can place events, objects, themes and people on a timeline.</p> <p>I can understand that the past is divided into different time periods namely The Stone Age, The Iron Age and Ancient Egypt.</p> <p>I can research and establish important facts about significant events from before living memory.</p> <p>I know about the changes in Britain from the Stone Age to the Iron Age including</p> <ul style="list-style-type: none"> - late Neolithic hunter-gathers and early farmers - Iron Age hill forts: tribal kingdoms, farming, art and culture. <p>I can write about things that happened in the past and begin to make connections with features of other periods I have studied.</p> <p>I can suggest reasons for and results of people's actions and events.</p> <p>I have a more sophisticated understanding of time including BC and AD.</p> <p>I can recall reliable facts about Ancient Egypt and know the achievements of this early civilizations (Pharaohs, tombs, the Nile, Gods, trade, communication)</p> <p>I can accurately use historical subject specific terminology.</p>	<p>I can ask and answer questions about the past based on primary and secondary sources.</p> <p>I can comment on the usefulness and accuracy of different sources of historical evidence.</p> <p>I am beginning to identify bias in a source.</p> <p>I can combine information from different sources.</p> <p>I can suggest reasons for and results of people's actions and events.</p> <p>I can talk about how Britain has changed over time supported by a visit to Stonehenge.</p>



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Y e a r 4	<p>I can place a number of events, objects, themes and people I have studied on a timeline.</p> <p>I can research and explain significant events from before living memory.</p> <p>I can select and combine information from a range of sources about historical times and events, namely</p> <ul style="list-style-type: none"> - The Roman Empire (Julius Caesar’s attempted invasion; The Roman Army; Claudius’ invasion and conquest; British resistance – Boudica; Romanisation of Britain) - The Tudor Period (Henry VIII and his wives; life in Tudor England; The dissolution of the monasteries; rich and poor; succession to the throne – Elizabeth I; The Spanish Armada) - World War Two (the outbreak; life during the war; the impact on Coventry and Coventry’s significance; evacuation) <p>I can explain why the past can be represented and interpreted in different ways.</p> <p>I can understand that there can be several reasons for a specific event.</p> <p>I can accurately use historical subject specific terminology.</p>	<p>I can research a person using a secondary source.</p> <p>I can explain the difference between primary and secondary sources.</p> <p>I can suggest some reasons why there are different accounts and interpretations of the past.</p> <p>I can select and organise information to structure their work.</p> <p>I can understand the Romanisation of Britain, through a visit to Stone.</p> <p>I can understand what life was like during the Tudor Period, through a visit to Blakesley Hall.</p>

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<p>Y e a r 5</p>	<p>I can place historical periods on a timeline.</p> <p>I can research and explore significant events from before living memory, namely</p> <ul style="list-style-type: none"> - Ancient Greek Civilisation (Dark Ages, Archaic, Classical, Hellenistic Period; Myths and Legends; Alexander the Great; art, architecture and literature's influence on the western world) - The Anglo Saxons (invaders and settlers; settlements; place names; beliefs, art and culture; Kings and Laws) - The Vikings (Scandinavia; Viking warriors; long ships; farm settlements; trade; mythology, art and culture) <p>I can make links between different past societies and periods in time and compare features.</p> <p>I can devise historically valid questions about change and cause.</p> <p>I can analyse why there are different historical interpretations of events, people and changes.</p>	<p>I can effectively use primary and secondary sources to find out about a time in the past.</p> <p>I can talk about a significant local archaeological discovery, for example The Staffordshire Hoard (Anglo-Saxons), and specify what we can learn as a result.</p> <p>I can use my knowledge and understanding to evaluate from a range of sources of information.</p> <p>I can use information to critically reach and support conclusions.</p> <p>I can reflect on achievements and follies of mankind.</p> <p>I can address and devise historically valid questions on a visit to Birmingham Museum and Art Gallery to explore life in Anglo-Saxon Britain.</p>

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Y e a r 6	<p>I can devise historically valid questions about similarities, differences and their significance, through studying</p> <ul style="list-style-type: none"> - The Victorians (Victoria and Albert; The Great Exhibition; Industrialisation; Crime and Punishment, law and democracy) - World War One (causes; western front – Somme battlefields, home front; end of the war; remembrance) - World War Two (outbreak; Battle of Britain; Winston Churchill; Dunkirk; Ann Frank and the Holocaust; VE Day) <p>I can organise, select and use relevant information to produce well-structured narratives and explanations.</p> <p>I can make links between their factual knowledge and understanding of the history of Britain and the wider world.</p> <p>I can use these links to analyse relationships between features a particular period or society and discuss reasons for events and changes.</p> <p>I can analyse and explain reasons for and results of historical events, situations and changes.</p> <p>I can make balanced judgements on their understanding of the historical context about the value of different interpretations of historical events and developments.</p>	<p>I can talk about the significance of canals and railways in Birmingham and explain how they have helped shape our city.</p> <p>I can research Queen Victoria and Winston Churchill using secondary sources and draw on primary sources to strengthen my understanding.</p> <p>I can show independence in lines of enquiry using their knowledge and understanding to identify, evaluate and use sources of information critically.</p> <p>Through a visit to the Imperial War Museum in London, I can reflect on achievements and follies of mankind and how this has impacted our world today.</p> <p>I can take into account a range of information when evaluating the accuracy and usefulness of sources.</p> <p>I can address and devise historically valid questions on a visit to The Somme to enhance my understanding of World War One.</p>