



BRUNSHAW PRIMARY SCHOOL

Inspiring children to be resilient and aspirational learners, within a positive and considerate community



Brunshaw Primary School **Communication** Progression Map

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	Use historical concepts such as now/then and same/different when making simple connections and noting contrasts Demonstrate simple historical concepts and events through speaking, role-play, and picture stories.	- Use historical concepts such as now/then and same/different when making simple connections and noting contrasts - Demonstrate simple historical concepts and events through speaking, role-play, and picture stories Talk about who/what was significant/import ant in a simple historical account	- Construct informed responses that involve thoughtful selection and organisation of relevant historical information. - Produce structured work that makes some connections.	- Construct informed responses that involve thoughtful selection and organisation of relevant historical information. - Produce structured work that makes some connections.	- Produce structured work that makes connections, draws contrasts, analyses trends, frames historically-valid questions - Produce detailed structured work to select and deploy information. - Describe aspects of cultural, economic, military, political, religious and social history	Produce structured work that makes connections, draws contrasts, analyses trends, frames historically-valid questions Produce detailed structured work to select and deploy information.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spring	▪ Understand historical concepts such as now/then and same/different when making simple connections and draw contrasts ▪ Demonstrate simple historical concepts and events through speaking, role-play, and picture stories ▪ Talk about who/what was significant/important in a simple historical account	▪ Use historical concepts such as now/then and same/different when making simple connections and noting contrasts ▪ Demonstrate simple historical concepts and events through speaking, role-play, and picture stories ▪ Talk about who/what was significant/important in a simple historical account	▪ Construct informed responses that involve thoughtful selection and organisation of relevant historical information ▪ Produce structured work that makes some connections.	▪ Construct informed responses that involve thoughtful selection and organisation of relevant historical information. ▪ Produce structured work that makes some connections.	▪ Produce structured work that makes connections, draws contrasts, analyses trends, frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. Produce detailed structured work to select and deploy information and make appropriate use of historical terminology and contrasting evidence.	▪ Produce structured work that makes connections, draws contrasts and frames historically valid questions. ▪ Produce detailed structured work to select and deploy information.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Summer	- Use historical concepts such as now/then and same/different when making simple connections and noting contrasts - Demonstrate simple historical concepts and events through speaking, role-play, and picture stories Retell simple stories about people from the past, using historical terms.	- Use historical concepts such as now/then and same/different when making simple connections and noting contrasts - Demonstrate simple historical concepts and events through speaking, role-play, and picture stories - Talk about who/what was significant/import ant in a simple historical account	- Construct informed responses that involve thoughtful selection and organisation of relevant historical information. - Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.	- Construct informed responses that involve thoughtful selection and organisation of relevant historical information. - When doing this they should use specialist terms (e.g. ancient, pyramid and pharaoh) and vocabulary linked to chronology. - Produce structured work that makes some connections; draws some contrasts; frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.	Produce structured work that makes connections, draws contrasts, analyses trends, frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. Produce detailed structured work to select and deploy information and make appropriate use of historical terminology and contrasting evidence.	Produce structured work that makes connections, draws contrasts and frames historically valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.