

Our History Progression



Our pupils will know to:

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Chronological | <ul style="list-style-type: none"> Use everyday language related to time Order and sequence familiar events Describe main story settings, events and principal characters Talk about past and present events in their own lives and in lives of family members | <ul style="list-style-type: none"> Recount changes in own life over time Distinguish between past and present Identify similarities and differences between different ways of life beyond living memory Use words and phrases such as old, new, young, days, months, past, present, now, then, future, | <ul style="list-style-type: none"> Sequence events or artefacts closer together in time Identify similarities and differences between different ways of life in different time periods Use phrases such as recently, before, after, now, later, x years ago, a long time ago, timeline, | <ul style="list-style-type: none"> Place the time studied on a timeline Sequence events, people or artefacts on a timeline within period Understand BC/ AD BCE/ ACE | <ul style="list-style-type: none"> Place events from period studied on a time line use terms related to the period and begin to date events Use dates related to the passing of time eg 19th and 20th Century Use words and phrases such as Century, decade, BCE/ACE, after, before, during | <ul style="list-style-type: none"> Place current study on time line in relation to other studies Know and sequence key events of time studied Sequence historical periods Compare current studies to other time periods studied Use words and phrases such as century, decade, BCE/ACE, after, before, during, Tudors, era, period | <ul style="list-style-type: none"> Place current study on time line in relation to other studies Use relevant <u>dates</u> and terms Use timelines to demonstrate changes and developments in culture, technology, religion and society around the world Use words such as social, religious, political, technological, cultural, bias, reliability, legacy |
| Range and depth of historical knowledge | | <ul style="list-style-type: none"> Tell the difference between past and present in own and other people's lives episodes from stories about the past | <ul style="list-style-type: none"> Use stories and other information to describe the past. Use stories and other information to describe differences between then and now. Recount main events from a significant time in history and demonstrate knowledge of significant individuals in the past Identify differences between ways of life at different times | <ul style="list-style-type: none"> Use information to describe the past. Use information to describe differences between then and now. Recount main events from a significant period in history. Use evidence to explain reasons why people in past acted as they did. | <ul style="list-style-type: none"> Use evidence to reconstruct life in time studied Identify key features and events of time studied Look for links and effects in time studied Offer a reasonable explanation for some events | <ul style="list-style-type: none"> Study different aspects of different people - differences between men and women and ethnic background. Examine causes and results of great events and the impact on people Know key dates, characters and events of time studied | <ul style="list-style-type: none"> Give own reasons why events occurred, backed up with evidence Describe how some changes affect life today Make links between some features of past societies Compare an aspect of life with the same aspect in another period |

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| <p>Interpretation of history</p> | <ul style="list-style-type: none"> • | <ul style="list-style-type: none"> • Use stories to encourage children to distinguish between fact and fiction • Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) | <ul style="list-style-type: none"> • Compare pictures or photographs of people or events in the past • Discuss reliability of photos/ accounts/stories • Able to identify different ways to represent the past (pictures, plays, films, written accounts, museums and stories) | <ul style="list-style-type: none"> • Identify and give reasons for different ways in which the past is represented • Distinguish between different sources and evaluate their usefulness • Look at different versions of the same event and identify differences | <ul style="list-style-type: none"> • Look at the evidence available and give reasons why there might be different accounts of history • Begin to evaluate the usefulness of different sources • Use text books and historical knowledge | <ul style="list-style-type: none"> • Compare accounts of events from different sources • Give clear reasons why there may be different accounts of history including reasons why people can represent events or ideas to persuade others | <ul style="list-style-type: none"> • Link sources and work out how conclusions were arrived at • Consider ways of checking the accuracy of interpretations – fact or fiction and opinion • Be aware that different evidence will lead to different conclusions • Confidently use the library and internet for research |
| <p>Historical enquiry</p> | <ul style="list-style-type: none"> • Be curious about people and show interest in stories • Answer 'how' and 'why' questions ... in response to stories or events • Explain own knowledge and understanding, and asks appropriate questions • Know that information can be retrieved from books and computers • Record, using marks they can interpret and explain | <ul style="list-style-type: none"> • Sort artefacts "then" and "now" • Ask and answer questions related to different sources and objects | <ul style="list-style-type: none"> • Use a range of sources to find out about a period and observe and record differences • Begin to use the library, e-learning for research and to ask and answer questions • Suggest sources of evidence to use to help answer questions | <ul style="list-style-type: none"> • Use a range of sources to find out about a period • Observe small details – artefacts, pictures • Select and record information relevant to the study • Begin to use the library and internet for research | <ul style="list-style-type: none"> • Use evidence to build up a picture of a past event • Give reasons why there may be different accounts of history • Choose relevant material to present a picture of one aspect of life in time past • Ask a variety of questions • Use the library and internet for research | <ul style="list-style-type: none"> • Begin to identify primary and secondary sources • Choose the most reliable sources of evidence from a selection provided, to answer questions • Understand that there is often not a single answer to historical questions • Use the internet for research with increasing confidence | <ul style="list-style-type: none"> • Recognise primary and secondary sources • Use a range of sources to find out about an aspect of time past • Form own opinions about historical events from a range of sources and evaluate its usefulness. Bring knowledge gathered from several sources together in a fluent account |
| <p>Organisation and communication</p> | <ul style="list-style-type: none"> • Show knowledge and understanding about the past in different ways (eg. role play, drawing, writing, talking). writing (reports, labelling, simple recount) ICT | <ul style="list-style-type: none"> • Describes objects, people and events. • Write simple stories and recounts about the past. • Draw labelled diagrams and writes about them to tell others about people, events and objects from the past. | <ul style="list-style-type: none"> • Use dates and terms with increasing accuracy • Discuss different ways of presenting information for different purposes/ audiences | <ul style="list-style-type: none"> • Use dates and terms with increasing accuracy • Discuss different ways of presenting information for different purposes/ audiences | <ul style="list-style-type: none"> • Present findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills • Use dates and terms correctly. • Discuss most appropriate way to present information, realising that it is for an audience. • Use subject specific words | <ul style="list-style-type: none"> • Present structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills. • Use dates and terms accurately. • Choose most appropriate way to present information to an audience | <p>Select and organise information to produce structured work, making appropriate use of dates and terms.</p> <p>Present information in the most appropriate way (eg. written explanation/tables and charts/labelled diagram).</p> <p>Make accurate use of specific dates and terms. Use extended writing</p> |

