



# Our History Progression



## Our Pupils will know

Chronological	<p>Use everyday language related to time</p> <p>Order and sequence familiar events</p> <p>Describe main story settings, events and principal characters</p> <p>Talk about past and present events in their own lives and in lives of family members.</p>	<p>Recount changes in own life over time</p> <p>Distinguish between past and present</p> <p>Identify similarities and differences between different ways of life beyond living memory</p> <p>Use words and phrases such as old, new, young, days, months, past, present, now, then, future.</p>	<p>Sequence events or artefacts closer together in time</p> <p>Identify similarities and differences between different ways of life in different time periods</p> <p>Use phrases such as recently, before, after, now, later, x years ago, a long time ago, timeline,</p>	<p>Place the time studied on a timeline</p> <p>Sequence events, people or artefacts on a timeline within period</p> <p>Understand BC/ AD BCE/ ACE</p>	<p>Place events from period studied on a time line use terms related to the period and begin to date events</p> <p>Use dates related to the passing of time eg 19<sup>th</sup> and 20<sup>th</sup> Century</p> <p>Use words and phrases such as Century, decade, BCE/ACE, after, before, during</p>	<p>Place current study on time line in relation to other studies</p> <p>Know and sequence key events of time studied</p> <p>Sequence historical periods</p> <p>Compare current studies to other time periods studied</p> <p>Use words and phrases such as century, decade, BCE/ACE, after, before, during, Tudors, era, period</p>	<p>Place current study on time line in relation to other studies</p> <p>Use relevant <u>dates</u> and terms</p> <p>Use timelines to demonstrate changes and developments in culture, technology, religion and society around the world</p> <p>Use words such as social, religious, political, technological, cultural, bias, reliability, legacy</p>
Range and depth of historical knowledge		<p>Tell the difference between past and present in own and other people's lives</p> <p>episodes from stories about the past</p>	<p>Use stories and other information to describe the past.</p> <p>Use stories and other information to describe differences between then and now.</p> <p>Recount main events from a significant time in history and demonstrate knowledge of</p>	<p>Use information to describe the past.</p> <p>Use information to describe differences between then and now.</p> <p>Recount main events from a significant period in history.</p> <p>Use evidence to explain reasons why people in past acted</p>	<p>Use evidence to reconstruct life in time studied</p> <p>Identify key features and events of time studied</p> <p>Look for links and effects in time studied</p> <p>Offer a reasonable explanation for some events</p>	<p>Study different aspects of different people - differences between men and women and ethnic background.</p> <p>Examine causes and results of great events and the impact on people</p>	<p>Give own reasons why events occurred, backed up with evidence</p> <p>Describe how some changes affect life today</p> <p>Make links between some features of past societies</p>

			significant individuals in the past  Identify differences between ways of life at different times	as they did.		Know key dates, characters and events of time studied	Compare an aspect of lie with the same aspect in another period
Interpretation of history		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)	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	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  •	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	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	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
Historical enquiry	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	Sort artefacts "then" and "now"  Ask and answer questions related to different sources and objects	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	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	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	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 internet for research with increasing confidence	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
Organisation and communication	Show knowledge and understanding about	Describes objects, people and events.	Use dates and terms with increasing	Use dates and terms with increasing	Present findings about past using speaking,	Present structured and organised	ect and organise information to

