

Progression in History

Menu	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge and understanding of events, people and changes in the past.	See EYFS document to support History- saved in the History File.	<ul style="list-style-type: none"> *Recall some facts about people/events before living memory. *Say why people may have acted the way they did. 	<ul style="list-style-type: none"> *Use information to describe the past. * Describe the differences between then and now. * Look at evidence to give and explain reasons why people in the past may have acted in the way they did. *Recount the main events from a significant event in history. 	<ul style="list-style-type: none"> *Use evidence to describe the culture and leisure activities from the past. *Use evidence to describe the clothes, way of life and actions of people in the past. *Use evidence to describe buildings and their uses of people from the past. 	<ul style="list-style-type: none"> *Use evidence to describe what was important to people from the past. *Use evidence to show how the lives of rich and poor people from the past differed. *Describe similarities and differences between people, events and artefacts studied. *Describe how some of the things I have studied from the past affect/influence life today. 	<ul style="list-style-type: none"> *Choose reliable sources of information to find out about the past. *Give own reasons why changes may have occurred, backed up by evidence. *Describe similarities and differences between some people, events and artefacts studied *Describe how historical events studied affect/influence life today. 	<ul style="list-style-type: none"> *Choose reliable sources of information to find out about the past. *Give reasons why changes may have occurred, backed up by evidence. *Describe similarities and differences between some people, events and artefacts studied. *Describe how some of the things studied from the past affect/influence life today. *Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)
Historical enquiry		<ul style="list-style-type: none"> *Identify different ways in which the past is represented *Explore events, look at pictures and ask questions i.e, "Which things are old and which are new?" or "What were people doing?" *Look at objects from the past and ask questions i.e, "What were they used for?" and try to answer. 	<ul style="list-style-type: none"> *Identify different ways in which the past is represented. *Ask questions about the past. *Use a wide range of information to answer questions. 	<ul style="list-style-type: none"> *Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past. *Ask simple questions and find answers about the past. 	<ul style="list-style-type: none"> *Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past. *Ask a wide-range of questions and find answers about the past. 	<ul style="list-style-type: none"> *Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. *Begin to choose reliable sources of evidence to answer questions. *Investigate own lines of enquiry by posing questions to answer. 	<ul style="list-style-type: none"> *Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. *Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. *Investigate own lines of enquiry by posing questions to answer.
Chronological understanding		*Understand the difference between things	*Understand and use the words past and present	*Understand that a timeline can be divided	*Understand that a timeline can be divided	*Place current study on time line in relation to other studies.	*Order significant events, movements and dates on a timeline.

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		<p>that happened in the past and the present.</p> <p>*Describe things that happened to themselves and other people in the past.</p> <p>*Order a set of events or objects</p> <p>*Use a timeline to place important events.</p> <p>*Use words and phrases such as: <i>now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young.</i></p>	<p>when telling others about an event.</p> <p>*Recount changes in my own life over time.</p> <p>*Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me.</p> <p>*Use a timeline to place important events.</p>	<p>into BC (Before Christ) and AD (Anno Domini)</p> <p>*Use a timeline to place historical events in chronological order.</p> <p>*Describe dates of, and order, significant events from the period studied.</p>	<p>into BC (Before Christ) and AD (Anno Domini)</p> <p>*Order significant events and dates on a timeline.</p> <p>*Describe the main changes in a period in history.</p>	<p>*Know and sequence key events of time studied.</p> <p>*Relate current studies to previous studies.</p> <p>*Make comparisons between different times in history.</p>	<p>*Place current study on time line in relation to other studies</p> <p>*Identify and compare changes within and across different periods.</p> <p>*Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain.</p>
	Historical interpretation	<p>*Look at books, videos, photographs, pictures and artefacts to find out about the past.</p>	<p>*Compare pictures or photographs of people or events in the past</p> <p>*Be able to identify different ways to represent the past.</p>	<p>*Explore the idea that there are different accounts of history.</p> <p>*Identify and begin to give reasons for different ways in which the past is represented.</p>	<p>*Look at different versions of the same event in history and identify differences.</p> <p>*Begin to evaluate the usefulness of different sources.</p> <p>*Know that people in the past represent events or ideas in a way that persuades others.</p>	<p>*Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.</p> <p>*Give reasons why there may be different accounts of history.</p> <p>*Evaluate evidence to choose the most reliable forms.</p>	<p>*Evaluate evidence to choose the most reliable forms.</p> <p>*Know that people, both in the past and present, have a point of view and that this can affect interpretation.</p> <p>*Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.</p>
	Organisation and communication	<p>*Sort events or objects into groups (i.e. then and now.)</p> <p>*Use timelines to order events or objects.</p> <p>*Tell stories about the past.</p> <p>*Talk, write and draw about things from the past.</p>	<p>*Describe objects, people or events in history.</p> <p>*Use timelines to order events or objects or place significant people.</p> <p>*Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling.</p>	<p>*Know the period in which the study is set.</p> <p>*Communicate ideas and knowledge about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.</p>	<p>*Know the period in which the study is set.</p> <p>*Display findings in a variety of ways.</p> <p>*Work independently and in groups</p>	<p>*Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p> <p>*Plan and present a self-directed project or research about the studied period.</p>	<p>*Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p> <p>*Plan and present a self-directed project or research about the studied period.</p>