

Progression in History

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	<p>- Can look closely at similarities, differences, patterns and change.</p> <p><i>During EYFS, children will have the opportunity to</i></p> <ul style="list-style-type: none"> • Talk about experiences that are happening now in their lives as they occur • Talk about experiences that have happened in the past and make links to present day (e.g. it did not happen today, it happened yesterday) • Explore vocabulary associated with time – yesterday, today, tomorrow, weekend, days of the week etc. <p>Explore and learn about events, objects and</p>	<p>- Sequence events in their life.</p> <p>- Sequence 3 or 4 artefacts from distinctly different periods of time.</p> <p>- Match objects to people of different ages.</p>	<p>- Sequence artefacts closer together in time, checking with reference books.</p> <p>- Sequence photographs etc from different periods of their life.</p> <p>- Describe memories of key events in lives.</p>	<p>- Place the time studied on a time line.</p> <p>- Use dates and terms related to the study unit and passing of time.</p>	<p>- Place events from period studied on time line.</p> <p>- Use terms related to the period and begin to date events.</p> <p>- Understand more complex terms eg BC/AD.</p>	<p>- Know and sequence key events of time studied.</p> <p>- Use relevant terms and period labels.</p> <p>- Make comparisons between different times in the past.</p>	<p>- Place current study on time line in relation to other studies.</p> <p>- Use relevant dates and terms.</p> <p>- Sequence up to 10 events on a time line.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Range and depth of historical knowledge</p>	<p>Recognise the difference between past and present events in their own lives.</p> <ul style="list-style-type: none"> - Know some reasons why people's lives were different in the past. <p><i>During EYFS, children will have the opportunity to</i></p> <ul style="list-style-type: none"> • Understand how things change over time linked to ourselves, lifecycles of animals and plants • Discuss how I will change in the future and make plans • Make comparisons between lives of other people <p><i>Linked to chronological understanding</i></p>	<ul style="list-style-type: none"> - Recognise the difference between past and present in their own and other's lives. - They know and recount episodes from stories about the past. 	<ul style="list-style-type: none"> - Recognise why people did things, why events happened and what happened as a result to make them significant (both from within living memory and beyond). - Identify differences between ways of life at different times. - Know historical events, people and places from our locality. 	<ul style="list-style-type: none"> - Find out about everyday lives of people in time studied. - Compare with our life today. - Identify reasons for and results of people's actions. - Understand why people may have wanted to do something. 	<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 eg differences between men and women. - Examine causes and results of great events and the impact on people. - Compare life in early and late 'times' studied. - Compare an aspect of life with the same aspect in another period. 	<ul style="list-style-type: none"> - Find out about beliefs, behavior and characteristics of people, recognising that not everyone shares the same views and feelings. - Compare beliefs and behaviour with another time studied. - Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. - Know key dates, characters and events of time studied.
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Interpretations of history</p>	<p><i>During EYFS, children will have the opportunity to</i></p> <ul style="list-style-type: none"> • Understand what is the past, present and future through real life experiences • Understand how photos help us to remember past experiences 	<ul style="list-style-type: none"> - Use stories to encourage children to distinguish between fact and fiction. - Compare adults talking about their past; how reliable are their memories? 	<ul style="list-style-type: none"> - Compare two versions of a past event. - Compare pictures or photographs of people or events in the past. - Discuss reliability of photos/ accounts/ stories. 	<ul style="list-style-type: none"> - Identify and give reasons for different ways in which the past is represented. - Distinguish between different sources; compare different versions of the same story. - Look at representations of the period (cartoons etc). 	<ul style="list-style-type: none"> - Look at the evidence available. - 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; fact or fiction? - Offer some reasons for different versions of events. 	<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, fiction or opinion. - Be aware that different evidence will lead to different conclusions. - Confidently use the library and internet for research.
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Historical enquiry</p>	<p>During EYFS, children will have the opportunity to</p> <ul style="list-style-type: none"> • Explore and learn about events, objects and people from the past <p>To show an interest in past events and ask questions</p>	<p>- Find answers to simple questions about the past from sources of information eg artefacts.</p>	<p>- Use a source; observe or handle sources to answer questions about the past on the basis of simple observations.</p>	<p>- Use a range of sources to find out about a period.</p> <ul style="list-style-type: none"> - Observe small details in artefacts/ pictures etc. - Select and record information relevant to the study. - Begin to use the library and internet for research. 	<p>- Use evidence to build up a picture of a past event.</p> <ul style="list-style-type: none"> - 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. 	<p>- Begin to identify primary and secondary sources.</p> <ul style="list-style-type: none"> - Use evidence to build up a picture of a past event. - Select relevant sections of information. - Use the library and internet for research with increasing confidence. 	<p>- Recognise primary and secondary sources.</p> <ul style="list-style-type: none"> - Use a range of sources to find out about an aspect of time past. - Suggest omissions and the means of finding out. - Bring knowledge gathered from several sources together in a fluent account.
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Organisation</p>	<p>- Recount experiences and imagine possibilities, often connecting ideas.</p> <p><i>During EYFS, children will have the opportunity to</i></p> <ul style="list-style-type: none"> • Discuss their experiences and knowledge verbally and make links • Share and use photos to support learning • Draw pictures to share their experiences and knowledge <p>Use role-play to support the understanding and share experiences with others</p>	<p>- Communicate their knowledge through:</p> <p>Discussion</p> <p>Drawing pictures</p> <p>Drama/role play</p> <p>Making models</p> <p>Writing</p> <p>Using ICT</p>	<p>- Recall, select and organise historical information.</p> <p>- Communicate their knowledge and understanding.</p>	<p>- Select and organise information to produce structured work, making appropriate use of dates and terms.</p>
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