

Progression in History

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Chronological Understanding | Order events in their life. | Order and sequence events in their life. Sequence 3 or 4 artefacts from distinctly different periods of time. | Sequence artefacts. Sequence photographs from different periods. Use common words and phrases relating to the passing of time. Identify similarities and differences between periods.. | <i>Place the time studied on a time line.</i> <i>Use dates and terms related to the study and the passing of time.</i> Sequence several events or artefacts. | <i>Place the time studied on a time line.</i> Use terms related to the period and begin to date events. Understand more complex terms. | Know and sequence key events of time studied. Use relevant terms, dates and period labels. | Place current study on a time line in relation to other studies. Use relevant dates and terms. Establish clear narratives within and across periods studied. Make comparisons between different times in the past. |
| Range and depth of Historical Knowledge | Recognise special times and events for themselves and their families. | Recognise the difference between the past and present in their own and others lives. Know and recount stories about the past. | Recognise why people did things, why events happened and what happened as a result. Identify differences between ways of life at different times. | Find out about everyday lives of people in the time studied comparing with our lives today. Identify reasons for and results of people's actions. | Use evidence to reconstruct life in the time studied. Identify key features and events of the time studied. Offer explanations for some events. | Describe and make links between main events, situations and changes within and across different periods. Identify and give reasons for results of, historical events, situations, changes. | Find out about beliefs behaviour and characteristics of people. Write an explanation of a past event cause and effect supporting their explanation. Know key dates , characters and events of time studied. |
| Interpretations of history | Use stories photographs and artefacts to find out about the past. | Use stories to encourage children to distinguish between fact and fiction. | Compare 2 versions of a past event. Compare photos pictures of people, events in the past. Discuss reliability of photos/ accounts/stories. | 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. | Look at the evidence available. Begin to evaluate the usefulness of different sources. Use text books and historical knowledge. | Compare accounts of events from different sources. Offer reasons for different versions of events. | Understand that different versions of the past exist and give reasons. |
| Historical Enquiry | With help find out information about the past from pictures photographs. | Find answers to simple questions about the past from sources of | Use a source, observe or handle sources to answer questions about the | Use a range of sources to find out about a period. | Use evidence to build up a picture of a past event. Use the library and internet for research. | Begin to identify primary and secondary sources . | Recognise primary and secondary sources. Using a range of sources to find out about an aspect of the past. |

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| | | information eg artefacts. | past using simple observations. | Select and record relevant information. Begin to use the library and internet for research. | Choose relevant material to present a picture of an aspect in the past. | Use evidence to build up a picture of a past event. Use the library and internet for research with increasing confidence. | Gather knowledge from several sources together in a fluent account. Confidently use the library and internet for research. |
| Organisation and Communication | Communicate through discussion, pictures and labelled pictures. | Communicate knowledge through discussion, drawing pictures, role play, drama, making models, writing ,using IT | Communicate knowledge through discussion, drawing pictures, role play, drama, making models, writing, using. IT | Communicate knowledge through discussion, drawing pictures, role play, drama, making models, writing ,using IT | Recall ,select and organise historical information. Communicate their knowledge and understanding through writing diagrams, using IT. | Recall ,select and organise historical information. Communicate their knowledge and understanding through writing, diagrams, using IT. | Select and organise information to produce structured work, making appropriate use of dates and terms. |