



History

PROGRESSION DOCUMENT

Subject Lead: Luke Booker

EYFS

End of Reception Expectations

By the end of Early Years, children should be able to;

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

Nursery

- Is aware of their own family

Reception

- Talks about members of immediate family and community
- Shows an awareness of life in the past

	KS1		LKS2		UKS2	
Historical Interpretations	KS1 History National Curriculum Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented. Children can: <ul style="list-style-type: none"> start to compare two versions of a past event; observe and use pictures, photographs and artefacts to find out about the past; start to use stories or accounts to distinguish between fact and fiction; explain that there are different types of evidence and sources that can be used to help represent the past. 		KS2 History National Curriculum Children should understand how our knowledge of the past is constructed from a range of sources. Children can: <ul style="list-style-type: none"> look at more than two versions of the same event or story in history and identify differences; investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. 		KS2 History National Curriculum Children should understand how our knowledge of the past is constructed from a range of sources. Children can: <ul style="list-style-type: none"> find and analyse a wide range of evidence about the past; use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; consider different ways of checking the accuracy of interpretations of the past; start to understand the difference between primary and secondary evidence and the impact of this on reliability; show an awareness of the concept of propaganda; know that people in the past represent events or ideas in a way that may be to persuade others; begin to evaluate the usefulness of different sources. 	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<i>Use stories to encourage children to distinguish between fact and fiction</i> <i>Compare adults talking about the past – how reliable are their memories?</i>	<i>Compare two versions of a past event</i> <i>Compare pictures or photographs of people or events in the past</i> <i>Discuss reliability of photos/ accounts/stories</i>	<i>Identify and give reasons for different ways in which the past is represented.</i> <i>Distinguish between different sources – compare different versions of the same story</i> <i>Look at representations of the period for example museum, cartoons</i>	<i>Look at the evidence available</i> <i>Begin to evaluate the usefulness of different sources</i>	<i>Compare accounts of events from different sources – fact or fiction</i> <i>Offer some reasons for different versions of events</i>	<i>Link sources and work out how conclusions were arrived at</i> <i>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion</i> <i>Be aware that different evidence will lead to different conclusions</i>

KS1 History, National Curriculum

Children should ask and answer questions, using other sources to show that they know and understand key features of events.

Children can:

- observe or handle evidence to ask simple questions about the past;
- observe or handle evidence to find answers to simple questions about the past on the basis of simple observations;
- choose and select evidence and say how it can be used to find out about the past.

KS2 History, National Curriculum

Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.

Children can:

- use a range of sources to find out about the past;
- construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information;
- gather more detail from sources such as maps to build up a clearer picture of the past;
- regularly address and sometimes devise own questions to find answers about the past;
- begin to undertake their own research.

KS2 History, National Curriculum

Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.

Children can:

- recognise when they are using primary and secondary sources of information to investigate the past;
- use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites;
- select relevant sections of information to address historically valid questions and construct detailed, informed responses;
- investigate their own lines of enquiry by posing historically valid questions to answer.

Year 1

Find answers to simple questions about the past from sources of information e.g. artefacts.

Year 2

Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.

Year 3

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

Year 4

Use evidence to build up a picture of a past event

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

Year 5

Begin to identify primary and secondary sources

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

Year 6

Recognise primary and secondary sources

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

Chronological Understanding	KS1 History National Curriculum Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework. Children can: <ul style="list-style-type: none"> sequence artefacts and events that are close together in time; order dates from earliest to latest on simple timelines; sequence pictures from different periods; describe memories and changes that have happened in their own lives; use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time. 		KS2 History National Curriculum Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Children can: <ul style="list-style-type: none"> sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time; understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). 		KS2 History National Curriculum Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Children can: <ul style="list-style-type: none"> order an increasing number of significant events, movements and dates on a timeline using dates accurately; accurately use dates and terms to describe historical events; understand and describe in some detail the main changes to an aspect in a period in history; understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt. 	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<i>Sequence events in their life.</i> <i>Sequence 3 or 4 artefacts from distinctly different periods of time</i> <i>Match objects to people of different ages</i>	<i>Sequence artefacts closer together in time</i> <i>To use reference books to check chronological understanding.</i> <i>Sequence photographs etc. from different periods of their life</i> <i>Describe memories of key events in lives</i>	<i>Place the time studied on a time line</i> <i>Use dates and terms related to the study unit and passing of time</i> <i>Sequence several events or artefacts</i>	<i>Place events from period studied on time line.</i> <i>-Use terms related to the period and begin to date events</i> <i>- Begin to understand more complex terms eg BCE /CE</i>	<i>Know and sequence key events of time studied</i> <i>-Use relevant terms and period labels (vocabulary used to demonstrate chronological. CE and BCE)</i> <i>-Make comparisons between different times in the past</i>	<i>Place current study on time line in relation to other studies</i> <i>Use relevant dates and terms</i> <i>Sequence up to 10 events on a time line</i>

Knowledge and Understanding of Events, People and Changes in the Past	KS1 History, National Curriculum Pupils should identify similarities and differences between ways of life in different periods. Children should choose and use parts of stories and other sources to show that they know and understand key features of events. Children can: <ul style="list-style-type: none">recognise some similarities and differences between the past and the present;identify similarities and differences between ways of life in different periods;know and recount episodes from stories and significant events in history;understand that there are reasons why people in the past acted as they did;describe significant individuals from the past.		KS2 History, National Curriculum Children should note connections, contrasts and trends over time. Children can: <ul style="list-style-type: none">note key changes over a period of time and be able to give reasons for those changes;find out about the everyday lives of people in time studied compared with our life today;explain how people and events in the past have influenced life today;identify key features, aspects and events of the time studied;describe connections and contrasts between aspects of history, people, events and artefacts studied.		KS2 History, National Curriculum Pupils should note connections, contrasts and trends over time. Children can: <ul style="list-style-type: none">identify and note connections, contrasts and trends over time in the everyday lives of people;use appropriate historical terms such as culture, religious, social, economic and political when describing the past;examine causes and results of great events and the impact these had on people;describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<i>Recognise the difference between past and present in their own and others' lives</i> <i>They know and recount episodes from stories about the past</i>	<i>Recognise why people did things, why events happened and what happened as a result</i> <i>Identify differences between ways of life at different times</i>	<i>Find out about everyday lives of people in time studied</i> <i>Compare with our life today</i> <i>Identify reasons for and results of people's actions</i> <i>Understand why people may have wanted to do something</i>	<i>Use evidence to reconstruct life in time studied</i> <i>Identify key features and events of time studied</i> <i>Look for links and effects in time studied</i> <i>Offer a reasonable explanation for some events</i>	<i>Study different aspects of different people - differences between men and women</i> <i>Examine causes and results of great events and the impact on people</i> <i>Compare life in early and late 'times' studied</i> <i>Compare an aspect of life with the same aspect in another period</i>	<i>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</i> <i>Compare beliefs and behaviour with another time studied</i> <i>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</i> <i>Know key dates, characters and events of time studied</i>

Presenting, Organising and Communicating	KS1 History National Curriculum Pupils should use a wide vocabulary of everyday historical terms. Children can: <ul style="list-style-type: none"> show an understanding of historical terms, such as monarch, parliament, government, war, remembrance; talk, write and draw about things from the past; use historical vocabulary to retell simple stories about the past; use drama/role play to communicate their knowledge about the past. 		KS2 History National Curriculum Pupils should develop the appropriate use of historical terms. Children can: <ul style="list-style-type: none"> use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms; present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides; start to present ideas based on their own research about a studied period. 		KS2 History National Curriculum Pupils should develop the appropriate use of historical terms. Children can: <ul style="list-style-type: none"> know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious; present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports; plan and present a self-directed project or research about the studied period. 	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	To communicate their knowledge through: Discussion Drawing pictures Drama/role play Making models Writing	To communicate their knowledge through: Discussion Drawing pictures Drama/role play Making models Writing Begin to use language to communicate the past using historical everyday terms.	<i>Recall, select and organise historical information</i> <i>Communicate their knowledge and understanding.</i>	<i>Recall, select and organise historical information</i> <i>Communicate their knowledge and understanding.</i>	<i>Select and organise information to produce structured work, making appropriate use of dates and terms.</i> Present findings of the period studied (whole-class project book)	<i>Select and organise information to produce structured work, making appropriate use of dates and terms.</i> <i>Present finding with the use of a project (individual)</i>