


Progression in History



Chronological Awareness	
Foundation	<p>Discuss birthdays</p> <p>Learn the days, months, seasons.</p> <p>Understand changes in their own lifetime personal timeline.</p> <p>Use everyday language related to time.</p>
Year 1 	<p>Understand the difference between things 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: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born.</p> <p>When my parents/carers were young.</p>
Year 2	<p>Show an awareness of the past, using common words and phrases relating to the passing of time. Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods.</p>
Year 3	<p>Place the time studied on a time line.</p> <p>Sequence events or artefacts</p> <p>Use dates related to the passing of time</p>
Year 4	<p>Place events from a period studied on a time</p> <p>Use terms related to the period and begin to date events</p> <p>Understand more complex terms e.g. BCE/AD</p>
Year 5	<p>Place current study on time line in relation to other studies.</p> <p>Know and sequence key events of time studied</p> <p>Use relevant terms and periods labels</p> <p>Relate current studies to previous studies and make comparisons between different times in history</p>
Year 6	<p>Place current study on time line in relation to other studies</p> <p>Use relevant dates and terms</p> <p>Sequence up to ten events on a time line</p>

Historical Enquiry		
Foundation	Look closely at similarities, differences, patterns and change. Talk about changes. Explore historical mystery objects. Answer 'how' and 'why' questions about their experiences and in response to stories and events. Sort artefacts 'old' and 'new' Know that information can be retrieved from books and computers. (L – ELG	
Year 1	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.	
Year 2	Ask and answer questions, choosing and using parts of stories and other sources to show understanding of key features of events. Explore mystery objects for a different time. Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.	
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 e-learning for research Ask and answer questions	
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, e-learning for research	
Year 5	Begin to identify primary and secondary sources Use evidence to build up a picture of life in time studied Select relevant sections of information Confident use of library, e-learning, research	
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 gathering from several sources together in a fluent account	
Greater Depth		
EYFS	KS1	KS2
ask questions about past events or the lives of people in their family	ask relevant questions using a range of artefacts/ photographs provided	research the past using multiple sources and summarise the key points

	find out more about a person or event from the past through their own research	use every day historical terms; past, present and future Communicate their knowledge through discussions and writing
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Knowledge and understanding of people and events	
Foundation	Understand key features of events. Remembrance Day Learn about the lives of significant individuals eg Royal Family leaders past and present around the world Children talk about past and present events in their own lives and in the lives of family members.
Year 1	Recall some facts about people/events before living memory Say why people may have acted the way they did.
Year 2	Understand key features of events. Remembrance Day. Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods. (eg The Royal Family, Mary Seacole, Florence Nightingale ,Amelia Earhart,Amy Johnson,Samuel Pepys, Guy Fawkes)
Year 3	Find out about everyday lives of people in a time studied and compare with our life today Identify reasons for and results of people's actions Understand why people may have had to do something Study change through the lives of significant individuals
Year 4	Use evidence to reconstruct life in a time studied Identify key features and events and look for links and effects in a time studied Offer a reasonable explanation for some events Develop a broad understanding of ancient civilisations
Year 5	Study different aspects of life of different people – differences between men and women Examine causes and results of great events and the impact on people Compare life in early and late times Compare an aspect of life with the same aspect in another period Study an ancient civilization in detail
Year 6	Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings Compare beliefs and behaviour with another period studied Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate the explanation Know key dates, characters and events of a time studied Compare and contrast ancient civilisations

Historical Interpretation	
Foundation	Recount an event, verbally and written. Children represent their own ideas, thoughts and feelings through design technology, art, music, dance, role play and stories
Year 1	Look at books, videos, photographs, pictures and artefacts to find out about the past.
Year 2	Describe changes within living memory and aspects of change in national life. Describe events beyond living memory that are significant nationally or globally eg The Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries. Describe significant historical events, people and places own locality.
Year 3	Identify and give reasons for different ways in which the past is represented Distinguish between different sources and evaluate their usefulness Look at representations of the period – museum, cartoons etc
Year 4	Look at the evidence available and begin to evaluate the usefulness of different sources
Year 5	Compare accounts of events from different sources. Explore how fact or fiction offer some reasons for different versions of events Use library and e learning for research
Year 6	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 Be confident in use of the library / e learning for research

Organisation and communication	
Foundation	Talk about things they did at the weekend, yesterday, this morning... Visual timetable Orders and sequences familiar events
Year 1	Sort events or objects into groups (i.e. then and now.) Use timelines to order events or objects. Tell stories about the past. Talk, write and draw about things from the past
Year 2	Use a wide vocabulary of everyday historical terms Speak about how he/she has found out about the past. Record what he/she has learned by drawing and writing.
Year 3	Communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama,
Year 4	Select data and organise it into a data file to answer historical questions Know the period in which the study is set and display findings in a variety of ways

	Work independently and in groups
Year 5	Fit events into a display sorted by theme and time Use appropriate terms, matching dates to people and events Record and communicate knowledge in different forms Work independently and in groups showing initiative
Year 6	Select an aspect of study to make a display Use a variety of ways to communicate knowledge and understanding including extended writing Plan and carry out individual investigations

Greater Depth			
EYFS	KS1	LKS2	UKS2
Can they begin to use more than one source of information to bring together a conclusion about an historical event?	Can they research two versions of an event and say how they differ?	Can they understand historical concepts and use them to make connections, draw contrasts, analyse trends and ask questions about the past?	Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint?

<https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study>

www.foundationyears.org.uk

The following vocabulary will be introduced and used at individual pupil's pace

<u>Historical words</u>	<u>Key words in History</u>	<u>Command words</u>
<p>Significance – It means importance. If the question asks how <i>significant</i> something is, it is asking you how <i>important</i> it is.</p> <p>Chronology – in time order.</p> <p>Change and continuity – Are things changing or are they staying the same? Can you see patterns in these changes? What causes the changes?</p>	<p>Inference – what does the source/text tell you?</p> <p>Provenance – It means where the source is from, who made it and when they made it.</p> <p>Purpose – Why has this source been produced?</p> <p>Tone – Is the source emotional? Is it biased? Is it factual?</p>	<p>Define – give the precise meaning of a word/term.</p> <p>Explain – to give reasons for why something is the way it is.</p> <p>Debate – present different perspectives.</p> <p>Make a judgement – make a decision based on evidence.</p>

<p>Cause and consequence – What are the causes of the event? Are they long term causes or short term causes?</p> <p>Empathy – To understand the feelings of other people.</p>	<p>Contextual knowledge – This means the knowledge you already have. What do you already know?</p>	<p>Compare – identify similarities.</p> <p>Analyse – examine something in detail to explain it and come to conclusions.</p> <p>Evaluate – to judge the importance or quality of something.</p>
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