

St Peter's Church of England Primary School Progression in History

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Chronology</b>	Use everyday language related to time Order & sequence familiar events Describe main story settings, events & principal characters. Talk about past & present events in their own lives and in lives of family members.	Sequence events in their life Sequence 3 or 4 artefacts from different periods of time Match objects to people of different ages	Sequence artefacts closer together in time Sequence photographs from different periods of time Describe memories of key events in their lives	Place the time studied on a timeline Use terms and dates related to the passing of time	Place events from period on a timeline  Use terms related to period and begin to date events  Understand more complex terms, e.g. BC/AD	Place current study on timeline in relation to other studies Know and sequence key events of time studied Use relevant terms and period labels Make comparisons between different times in History	Place current study on timeline in relation to other studies  Use relevant dates and terms  Sequence up to 10 events on a timeline
<b>Range and Depth of Historical Enquiry</b>	Extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words.	Know and recount stories from the past through role play Recognise similarities and differences in artefacts Recognise the difference between past and present in their own and others' lives	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 the everyday lives of people in the 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	Use evidence to reconstruct life in time studied Look for links and effects in time studied Offer a reasonable explanation for some events	Study different aspect of life-differences between men & women Examine causes & 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	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 time studied

<p><b>Interpretation of History</b></p>	<p>Be curious about people and show interest in stories Answer 'how' and 'why' questions in response to stories or events. Explain own knowledge &amp; understanding Know that information can be retrieved from books and computers Record using marks they can interpret and explain</p>	<p>Begin to identify different ways to represent the past Use stories to distinguish between fact &amp; fiction</p>	<p>Compare 2 versions of a past event Compare pictures/photos of people or events in the past Discuss reliability of accounts/stories</p>	<p>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- museums, cartoons</p>	<p>Look at the evidence available Begin to evaluate the usefulness of different sources Use textbooks and historical knowledge</p>	<p>Compare events of events from different sources- fact or fiction offer some reasons for different versions of the event</p>	<p>Link sources and work out how conclusions were arrived at Consider ways of checking the accuracy of interpretations Be aware that different evidence will lead to different conclusions Confidently use the library for research</p>
<p><b>Historical Enquiry</b></p>		<p>Find answers to simple questions about the past from sources of information e.g., artefacts Sort artefacts 'then &amp; 'now''</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 Observe small details- artefacts, pictures Select and record information relevant to the study Begin to use the library and internet for research</p>	<p>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</p>	<p>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</p>	<p>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</p>
<p><b>Organisation and Communication</b></p>	<p>Communicate their <b>knowledge</b> through: Discussions Drawing pictures Drama/ role play Making models Writing Using ICT</p>				<p>Recall, select and organise historical information in a variety of ways Communicate their <b>knowledge and understanding</b></p>		<p>Select &amp; organise information to produce structured work, making appropriate use of dates and terms</p>

