



# **Sproatley Endowed C of E Academy**

## History Progression 2020/21

# Hlstory Whole School Progression

## Key Stage One

Skills	EYFS	Year 1	Year 2
<b>Chronological Understanding</b>	<p>Birthdays</p> <p>Days, months, seasons.</p> <p>Recognise and describe special times or events for family or friends.</p> <p>Understanding of changes in their own lifetime personal timeline (e.g. Talk about past and present events in their own lives and in lives of family members).</p> <p>Order and sequence familiar events Uses everyday language related to time. (M – ELG)</p> <p>Describe main story settings, events and principal characters.</p>	<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 (e.g. sequence events in their lives)</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. When my parents/carers were young.</p> <p>Sequence 3 or 4 artefacts from distinctly different periods of time</p> <p>Match objects to people of different ages</p>	<p>Understand and use the words past and present when telling others about an event.</p> <p>Recount changes in my own life over time (e.g. Sequence photographs etc. from different periods of their life; Describe memories of key events in lives)</p> <p>Understand how to put people, events and objects in order of when they happened, using a scale the teacher has provided.</p> <p>Use a timeline to place important events (Know where all people/events studied fit into a chronological framework)</p> <p>Use common words and phrases relating to the passing of time</p> <p>Identify similarities / differences between periods</p>
<b>Range and Depth of Historical Understanding/Knowledge</b>	<p>Looks closely at similarities, differences, patterns and change. (UW – 40-60)</p> <p>Talk about changes over time. (UW – ELG)</p> <p>History mystery objects.</p> <p>They answer 'how' and 'why' questions about their experiences and in response to stories and events. (CL – ELG)</p> <p>Sort artefacts 'old' and 'new'</p> <p>Know that information can be retrieved from books and computers. (L – ELG)</p>	<p>Recognise the difference between past and present in their own and others lives</p> <p>They know and recount episodes from stories about the past</p>	<p>Recognise why people did things, why events happened and what happened as a result</p> <p>Identify differences between ways of life at different times</p>

	Know about similarities and differences between themselves and others, and among families, communities and traditions		
<b>Interpretation of History</b>	<p>Recount an event, verbally and written.</p> <p>Children represent their own ideas, thoughts and feelings through design technology, art, music, dance, role play and stories (EAD – ELG)</p>	<p>Look at books, videos, photographs, pictures and artefacts to find out about the past.</p> <p>Use stories to encourage children to distinguish between fact and fiction</p> <p>Compare adults talking about the past – how reliable are their memories?</p>	<p>Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, sites and the internet to find out about the past.</p> <p>Compare pictures or photographs of people or events in the past</p> <p>Compare 2 versions of a past event</p> <p>Discuss reliability of photos/ accounts/stories</p>
<b>Historical Enquiry</b>	<p>Talk about things they did at the weekend, yesterday, this morning...</p> <p>Be curious about people and show interest in stories</p> <p>Answer 'how' and 'why' questions ... in response to stories or events.</p> <p>Explain own knowledge and understanding, and asks appropriate questions.</p> <p>Visual timetable</p> <p>Orders and sequences familiar events (M – ELG).</p> <p>Record, using marks they can interpret and explain.</p>	<p>Identify different ways in which the past is represented</p> <p>Explore events, look at pictures and ask questions i.e, “Which things are old and which are new?” or “What were people doing?”</p> <p>Find answers to simple questions about the past from sources of information e.g. artefacts, “What were they used for?”</p> <p>sort artefacts “then” and “now”</p> <p>use as wide a range of sources as possible</p> <p>speaking and listening (links to literacy)</p>	<p>Identify different ways in which the past is represented.</p> <p>Ask questions about the past.</p> <p>Use a wide range of information to answer questions.</p> <p>Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</p>
<b>Organisation and Communication</b>	<p>Understand key features of events.</p> <p>Remembrance Day</p> <p>Learn about the lives of significant</p>	<p>Sort events or objects into groups (i.e. then and now).</p> <p>Tell stories about the past.</p>	<p>Describe objects, people or events in history.</p> <p>Use timelines to order events or objects or place significant people.</p>

	<p>individuals.</p> <p>The Royal Family</p> <p>Children talk about past and present events in their own lives and in the lives of family members. (UW - ELG)</p>	<p>Talk, write and draw about things from the past (e.g. reports, labelling, simple recounts).</p> <p>Role play/drama</p> <p>ICT</p>	<p>Communicate ideas about people, objects or events from the past in speaking, writing (e.g. reports, labelling, simple recount) , drawing (annotated), role-play, storytelling and using ICT.</p> <p>Annotated photographs</p> <p>Class display/ museum</p>
<b>Key Vocabulary</b>	<p>Extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words.</p>	<p>Use a wide vocabulary of everyday historical terms, for example:  Past, present, before, after, then, now, older, newer, long ago, years, decades, centuries, recently, chronology, when, my, parents/carers were born..., britain, timeline, order, monarchy, nation, civilization, parliament, democracy, war, peace</p>	<p>Use a wide vocabulary of everyday historical terms, for example:  Past, present, before, after, then, now, older, newer, long ago, years, decades, centuries, recently, chronology, when, my, parents/carers were born..., britain, timeline, order, monarchy, nation, civilization, parliament, democracy, war, peace</p>

## Key Stage Two

Skills	Year 3	Year 4	Year 5	Year 6
<b>Chronological Understanding</b>	<p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p> <p>Use a timeline to place historical events in chronological order (e.g. place the time studied on a timeline )</p> <p>Describe dates of and order significant events from the period studied.</p> <p>Use dates and terms related to the study unit and passing of time</p> <p>Sequence several events or artefacts</p>	<p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p> <p>Order significant events and dates on a timeline (e.g. Place events from period studied on timeline)</p> <p>Describe the main changes in a period in history.</p> <p>Use terms related to the period and begin to date events</p>	<p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p> <p>Order significant events, movements and dates on a timeline.</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>Order significant events, movements and dates on a timeline (e.g. Place current study on timeline in relation to other studies)</p> <p>Sequence up to 10 events on a timeline</p> <p>Identify and compare changes within and across different periods.</p> <p>Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain.</p> <p>Use relevant dates and terms</p>
<b>Range and Depth of Historical Understanding/Knowledge</b>	<p>Find out about every day lives of people in time studied</p> <p>Compare with our life today</p> <p>Identify reasons for and results of people's actions</p> <p>Understand why people may have wanted to do something</p>	<p>Use evidence to reconstruct life in time studied</p> <p>Identify key features and events of time studied</p> <p>Look for links and effects in time studied</p> <p>Offer a reasonable explanation for some events</p>	<p>Study different aspects of different people - differences between men and women</p> <p>Examine causes and results of great events and the impact on people</p> <p>Compare life in early and late 'times' studied</p> <p>Compare an aspect of life with the same aspect in another period</p>	<p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</p> <p>Compare beliefs and behaviour with another time studied</p> <p>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</p> <p>Know key dates, characters and events of time studied</p>
<b>Interpretation of History</b>	<p>Explore the idea that there are different accounts of history.</p> <p>Identify and give reasons for</p>	<p>Look at different versions of the same event in history and identify differences.</p>	<p>Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of</p>	<p>Evaluate evidence to choose the most reliable forms.</p> <p>Know that people both in the past</p>

	<p>different ways in which the past is represented</p> <p>Distinguish between different sources – compare different versions of the same story</p> <p>Look at representations of the period – museum, cartoons etc</p>	<p>Look at the evidence available</p> <p>Begin to evaluate the usefulness of different sources</p> <p>Know that people in the past represent events or ideas in a way that persuades others.</p> <p>Use text books and historical knowledge</p>	<p>history.</p> <p>Give reasons why there may be different accounts of history.</p> <p>Evaluate evidence to choose the most reliable forms.</p> <p>Compare accounts of events from different sources – fact or fiction</p> <p>Offer some reasons for different versions of events</p>	<p>have a point of view and that this can affect interpretation.</p> <p>Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.</p> <p>Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.</p> <p>Link sources and work out how conclusions were arrived at</p> <p>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion</p> <p>Be aware that different evidence will lead to different conclusions</p>
<b>Historical Enquiry</b>	<p>Use a range of sources to find out about a period e.g. documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past.</p> <p>Ask questions and find answers about the past.</p> <p>Observe small details – artefacts, pictures</p> <p>Select and record information relevant to the study</p>	<p>Use evidence to build up a picture of a past event</p> <p>Use documents, printed sources (e.g. archive materials) the library, Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past.</p> <p>Ask questions and find answers about the past.</p> <p>Choose relevant material to present a picture of one aspect of life in time past</p>	<p>Begin to identify primary and secondary sources</p> <p>Use evidence to build up a picture of a past event with increasing confidence e.g. documents, printed sources (e.g. archive materials) the library, Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</p> <p>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</p> <p>Investigate own lines of enquiry</p>	<p>Recognise primary and secondary sources</p> <p>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</p> <p>Use a range of sources to find out about an aspect of time past e.g. documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</p> <p>Investigate own lines of enquiry by posing questions to answer.</p>

			by posing questions to answer.	Bring knowledge gathered from several sources together in a fluent account
<b>Organisation and Communication</b>	Communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama, drawing, diagrams, data handling, drama role-play, storytelling and using ICT.	<p>Recall, select and organise historical information</p> <p>Communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama, drawing, diagrams, data handling, drama role-play, storytelling and using ICT.</p> <p>Select data and organise it into a data file to answer historical questions</p> <p>Know the period in which the study is set</p> <p>Display findings in a variety of ways</p> <p>Work independently and in groups</p>	<p>Recall, select and organise historical information</p> <p>Communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama, drawing, diagrams, data handling, drama role-play, storytelling and using ICT.</p> <p>Use appropriate terms, matching dates to people and events record and communicate knowledge in different forms.</p> <p>Work independently and in groups showing initiative</p> <p>Plan and present a self directed project or research about the studied period.</p>	<p>Communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama, drawing, diagrams, data handling, drama role-play, storytelling and using ICT.</p> <p>Select and organise information to produce structured work, making appropriate use of dates and terms.</p> <p>Plan and present a self directed project or research about the studied period.</p>
<b>Key Vocabulary</b>	Before, after, past, present, then, now, date, time period, era, change, cause, consequence, ideas, beliefs, vocabulary, experiences, social/society, ethnic, cultural, religious	Before, after, past, present, then, now, date, time period, era, change, cause, consequence, ideas, beliefs, vocabulary, experiences, social/society, ethnic, cultural, religious	Dates, time period, era, chronology, community, change, century, decade, legacy, timeline, evidence, propaganda, social, enquiry, hypotheses, religion, politics, culture	Dates, time period, era, chronology, community, change, century, decade, legacy, timeline, evidence, propaganda, social, enquiry, hypotheses, religion, politics, culture