

HISTORY



OLOR

History Knowledge & Skills Progression

ASPECT	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
CHRONOLOGICAL UNDERSTANDING	Begin to make sense of their own life-story and family's history	Pupils recognise the distinction between present and past in their own and other people's lives Pupils show their emerging sense of chronology by placing a few events and objects in order, and by using everyday terms about the passing of time	Pupils show their developing sense of chronology by using terms concerned with the passing of time, by placing events and objects in order, and by recognising that their own lives are different from the lives of people in the past.	Use a time line to place events. Name the date of any significant event from the past and place it in approximately the right place on a time line. Use words and phrases such as century, decade, before Christ, after, before, during to describe the passing of time.		Use a time line to place events about both in this country and abroad. Describe the main changes in a period of history (using words such as 'social', 'religious', 'political', 'technological' and 'cultural'. Name the date of any significant event from the past and place it in the right place on a time line. Use words and phrases such as era, period, century, decade, Before Christ, AD, after, before, during to describe the passing of time.	
KNOWLEDGE & UNDERSTANDING	Pupils name and describe people who are familiar to them Pupils talk about members of their immediate family	Pupils know and recount episodes from stories about the past	Pupils show knowledge and understanding of aspects of the past beyond living memory and of some of the main events and people they have studied. Pupils are beginning to recognise that there are reasons why people in the past acted as they did.	Use evidence to: <ul style="list-style-type: none"> describe the houses and settlements of people in the past/ the culture and leisure activities from the past/ the clothes, way of life and actions of people in the past/ buildings and their uses of people from the past. find out how any of the above may have changed during a time period. give reasons why changes may have occurred. Describe some similarities and differences between some		Give reasons why changes may have occurred, backed up by evidence. Show on a time line, the changes that have been identified. Describe similarities and differences between some people, events and objects (artefacts) that have been studied. Describe how some of the things studied from the past affect life today.	

				people, events and objects (artefacts) Describe how some of the things from the past affect life today.	
HISTORICAL INTERPRETATIONS			Pupils are beginning to identify some of the different ways in which the past is represented	Look at two versions of the same event in history and identify differences in the accounts. Give reasons why there may be different accounts of history.	To look at different versions of the same event in history and identify differences in the accounts. Know that people both now and in the past represent events or ideas in a way that persuades others. Know and understand that it is important to know that some evidence from the past (and present) is propaganda, opinion or misinformation, and that this affects interpretations of history. Give clear reasons why there may be different accounts of history.
HISTORICAL ENQUIRY	Pupils comment on images of familiar situations in the past Pupils compare and contrast characters from stories, including figures from the past	Pupils find answers to some simple questions about the past from sources of information	Pupils observe or handle sources of information to answer questions about the past on the basis of simple observations.	Use 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. Ask, "What was it like for a... (child, rich person, etc) during...Suggest sources of evidence to help answer questions.	Use documents, printed sources (eg 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. Ask, "What was it like for a... (child, rich person, etc) during... Choose reliable sources of evidence to help answer questions, realising that there is often not a single answer to historical questions.
ORGANISATION & COMMUNICATION				Present findings about the past. Use dates and terms accurately. Discuss the most appropriate way to present information for an audience.	Present findings about the past using speaking, writing, maths, ICT, drama and drawing skills. Use dates and terms accurately. Choose the most appropriate way to present information, which is for an audience.