

History Progression

KS1 and 2

	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	Talk about past and present events in their own lives and in the lives of family members.	<p>Sequence at least 2 events or objects in chronological order.</p> <p>Remembers parts of stories and memories about the past.</p> <p>Uses words and phrases: old, new, young, days, months.</p>	<p>Sequence artefacts, events, photos of different periods using a given scale (e.g. using a blank timeline).</p> <p>Recount changes in own life over time and sequence events.</p> <p>Uses words and phrases such as recently, before, after, now and later.</p>	<p>Use timeline to place significant events in order.</p> <p>Understands timeline can be divided into BC and AD.</p> <p>Uses words and phrase: century, decade.</p>	<p>Place events from period studied on a timeline, including dates.</p> <p>Use terms or vocabulary related to the period and begin to date events.</p> <p>Uses words and phrases: century, decade, BC, AD, after before, during.</p>	<p>Place current study on timeline in relation to other studies.</p> <p>Use timelines to place and sequence local, national and international events.</p> <p>Identify changes within and across historical periods.</p> <p>Uses words and phrases: century, decade, BC, AD, after, before, during, era, period.</p>	<p>Use timelines to place events, periods and cultural movements from around the World.</p> <p>Use timelines to show and explain changes and developments in culture, technology, religion and society.</p> <p>Use key periods as reference points: Eg Ancient Egyptians, Romans, Tudors etc.</p> <p>Uses words and phrases: social, religious, political, technological and cultural. BC, AD, era, period.</p>

Historical Interpretation		<p>Begin to identify different ways that the past can be represented and identify details from these sources. (e.g. photos, stories, adults talking about the past)</p>	<p>Identify that the past can be represented in different ways and compare these sources.</p> <p>Using sources, explain why some people in the past acted as they did.</p>	<p>Distinguish between different sources and evaluate their usefulness.</p> <p>Compare 2 sources of the same event/person and identify the differences.</p>	<p>Begin to give reasons why the past may be represented in different ways.</p> <p>Compare a range of sources.</p> <p>Use text books and other sources to give evidence.</p>	<p>Give clear reasons why there may be different accounts of history.</p> <p>Know that people (now and in the past) can represent events or ideas in ways that persuade others.</p> <p>Compare accounts of events from different sources. Fact or fiction.</p>	<p>Suggest accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.</p> <p>Knows and understands that some evidence is propaganda, opinion or misinformation and this affects interpretations of history.</p>
Historical Enquiry		<p>Ask and answer simple questions about the past from different sources of information.</p> <p>Sort artefacts/pictures into 'old' and 'new'.</p> <p>Possible sources: pictures, photographs,</p>	<p>Use a range of sources to ask - why, what, who, how, where questions and find answers.</p> <p>Sequence a collection of artefacts/photos.</p> <p>Possible sources: pictures, photographs,</p>	<p>Use a selection of sources of evidence to help ask and answer questions.</p> <p>Ask more complex questions and select and record information relevant to answer them.</p> <p>Possible sources: pictures,</p>	<p>Suggest sources of evidence to help answer questions.</p> <p>Begin to understand the differences between primary and secondary sources of evidence and use these to build up a picture of a past event.</p> <p>Possible sources: pictures, photographs,</p>	<p>Choose relevant sources of evidence to answer questions.</p> <p>Ask a range of questions about the past and understand that there is often not a single answer to historical questions.</p> <p>Understand the differences between primary and secondary sources of evidence.</p> <p>Possible sources: pictures, photographs,</p>	<p>Identifies and uses different sources of evidence to answer questions.</p> <p>Evaluate the usefulness and accuracy of different sources of evidence.</p> <p>Form own opinions about historical events from a range of sources.</p> <p>Possible sources: pictures, photographs,</p>

		artefacts, stories, visitors/visits.	artefacts, stories, visitors/visits, shared text.	photographs, artefacts, stories, visitors/visits, shared text/printed sources, internet, music.	artefacts, stories, visitors/visits, shared text/printed sources, use of text books, internet, music, documents, databases.	artefacts, stories, visitors/visits, shared text/printed sources, use of text books, internet, music, documents, databases.	artefacts, stories, visitors/visits, shared text/printed sources, use of text books, internet, music, documents, databases.
Organisation and Communication		Communicates knowledge and understanding about the past through: -Drawing -Drama/role-play -Discussion -Class display or museum	Communicates knowledge and understanding about the past through: -Drawing -Drama/role-play -Discussion -Class display or museum -Labelled diagrams -Writing reports, simple recounts, stories.	Present findings about the past using speaking, drama, writing, ICT and drawing skills. Discuss different ways of presenting information for different purposes.	Present findings about the past using speaking, drama, writing, ICT, maths and drawing skills. Discuss the most appropriate way to present information to an audience. Use dates and terms with increasing accuracy.	Presents structured and organised findings about the past using speaking, drama, writing, ICT, maths and drawing skills. Chooses most appropriate way to present information to an audience. Uses dates and terms accurately.	Research and present information in a structured, varied and clearly organised way. Presents information in the most appropriate way and explains reasons for their choices. Makes accurate use of specific dates and terms.