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| History ProgressionCherry Tree Academy |
|  | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Chronological Understanding** | * Begin to distinguish between ‘now’ and ‘then’.
 | * Talk about past and present events in their own lives and in the lives of family members
 | * Recognise the distinction between past and present • Order and sequence some familiar events and objects
* Identify some similarities and differences between ways of life at different times
* Use some terms about the passing of time correctly
 | * Order and sequence events and objects
* Recognise that their own lives are similar and / or different from the lives of people in the past.
* Use common words and phrases concerned with the passing of time correctly.
 | * Understand where the time studied fits on a time line Demonstrate awareness that the past can be divided into different periods of time.
* Use some dates and historical terms when ordering events and objects.
* Sequence several events or artefacts
* Explore trends and changes over time.
 | * Know and sequence key events of time studied
* Use relevant terms and period labels
* Make comparisons between different times in the past
* Use dates and appropriate historical terms to sequence events and periods of time.
* Identify where people, places and periods of time fit into a chronological framework
* Describe links and contrasts within and across different periods of time including shortterm and longterm time scales.
 | * Use dates and a wide range of historical terms when sequencing events and periods of time.
* Develop chronologically secure knowledge of the events and periods of time studied.
* Analyse links and contrasts within and across different periods of time including shortterm and longterm time scales.
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| **Knowledge and understanding of events in the past** | * Children talk about past and present events in their own lives and in the lives of family members
 | * Recognise the difference between the past and the present in their own and others’ lives.
* To know and recount episodes from stories about the past.
 | * Recognise why people did things, why events happened and what happened as a result.
* Identify similarities and differences between ways of life at different events.
 | * Compare periods studied with our life today.
* Identify reasons for and results of people’s actions.
* Understand why people may have wanted to do something.
 | * Identify key features and significant events of time studied.
* Look for links and effects in time studied.
* Offer a reasonable explanation for some events.
 | * Examine causes and results of significant 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.
 | * Compare beliefs and behaviour with another time studied.
* Understand continuity and change.
* Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.
* Know key dates, characters and events of time studied.
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| **Organisation and communication** | * Children talk about past and present events in their own lives and in the lives of family members.
 | * Describe special or significant events.
* Retell simple stories or events from the past.
* Use simple historical terms
* Communicate their knowledge through: discussion, drawing pictures, drama / roleplay, making models, writing, using computing
 | * Talk about what/who was significant in simple historical accounts.
* Demonstrate simple historical concepts and events through roleplay, drawing and writing.
* Use a variety of historical terms and concepts.
* Communicate their knowledge through: discussion, drawing pictures, drama / roleplay, making models, writing, using computing
 | * Discuss some historical events, issues connections and changes.
* Select and organise historical information to present in a range of ways.
* Use relevant historical terms and vocabulary linked to chronology.
 | * Discuss significant aspects of, and connection between, different historical events.
* Select and organise relevant historical information to present in a range of ways.
* Use relevant and appropriate historical terms and vocabulary linked to chronology
* Recall, select and organise historical information.
 | * Discuss and debate historical issues.
* Use appropriate vocabulary when discussing and describing historical events.
* Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms.
* Choose relevant ways to communicate historical findings.
* Recall, select and organise historical information
 | * Acknowledge contrasting evidence and opinions when discussing and debating historical issues.
* Use appropriate vocabulary when discussing, describing and explaining historical events.
* Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms.
* Choose the most appropriate way of communicating different historical findings.
* Select and organise information to produce structured work, making appropriate use of dates and terms.
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| **Interpretations of History** | * Children know about similarities and differences between themselves and others.
 | * Make simple observations about different people, events, beliefs and communities.
* Uses stories to encourage children to distinguish between fact and fiction.
* Compare adults talking about the past – how reliable are their memories?
 | * Compare two versions of a past event
* Compare pictures or photographs of people or events in the past
* Discuss reliability of photographs / accounts / stories
* Recognise some basic reasons why people in the past acted as they did.
 | * Identify and give reasons for different ways in which the past is represented
* Distinguish between different sources – compare different versions of the same story
* Look at representation s of the period – museum, cartoons etc.
* Recognise that our knowledge of the past is constructed from different sources of evidence.
* Recognise that different versions of past events may exist.
* Describe some of the ways the past can be represented.
 | * Look at the evidence available
* Recognise how sources of evidence are used to make historical claims.
* Begin to evaluate the usefulness of different sources
* Use text books and historical knowledge
 | * Compare accounts of events from different sources – fact or fiction
* Offer some reasons for different versions of events
* Evaluate sources and make simple inferences.
 | * Link sources and work out how conclusions were arrived at
* Consider ways of checking the accuracy of interpretation s – fact or fiction and opinion
* Be aware that different evidence will lead to different conclusions
* Give some reasons for contrasting arguments and interpretation s of the past.
* Recognise that some events, people and changes are judged as more significant than others.
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| **Historical Enquiry** | * Children talk about past and present events in their own lives and in the lives of family members.
 | * Find answers to simple questions about the past from sources of information e.g. artefacts
* Use sources to answer simple questions about the past.
* Choose parts of stories and other sources to show what they know about the past.
* Identify some of the basic ways in which the past can be represented.
 | * Use a source – observe or handle sources to answer questions about the past on the basis of simple observation
* Ask and answer simple questions about the past through observing and handling a range of sources.
* Consider why things may change over time.
* Choose parts of stories and other sources to show what they know about significant people and events.
 | * 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 books and the internet for research
* Use sources to answer historically valid questions
 | * 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 books and the internet for research
* Use sources to address historically valid questions and hypotheses.
* Recognise why some events happened and what happened as a result.
* Identify historically significant people and events in different situations.
 | * Begin to identify primary and secondary sources
* Use evidence to build up a picture of a past event
* Select relevant sections of information
* Use books and the internet for research with increasing confidence
* Use a wider range of sources as a basis for research to answer questions and to test hypotheses
* Recognise how our knowledge of the past is constructed from a range of sources.
* Choose relevant sources of evidence to support particular lines of enquiry.
 | * 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 to form contrasting arguments
* Confidently use books and the internet for research
* Regularly address and sometimes devise historically valid questions and hypotheses.
* Describe the impact of historical events and changes.
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