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| History Progression  Cherry 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. |
| **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. |
| **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. |
| **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. |
| **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. |