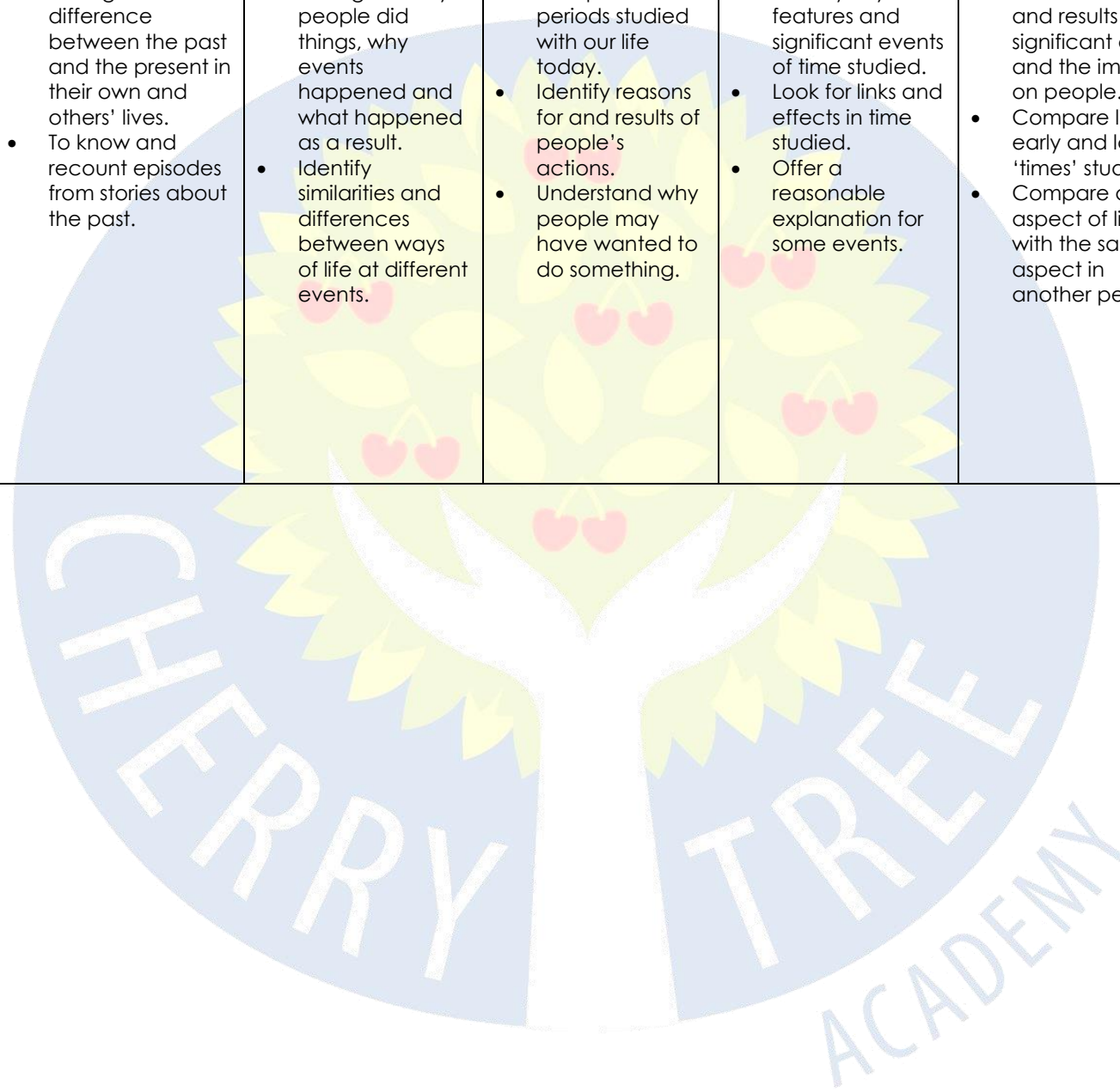


History Progression
Cherry Tree Academy

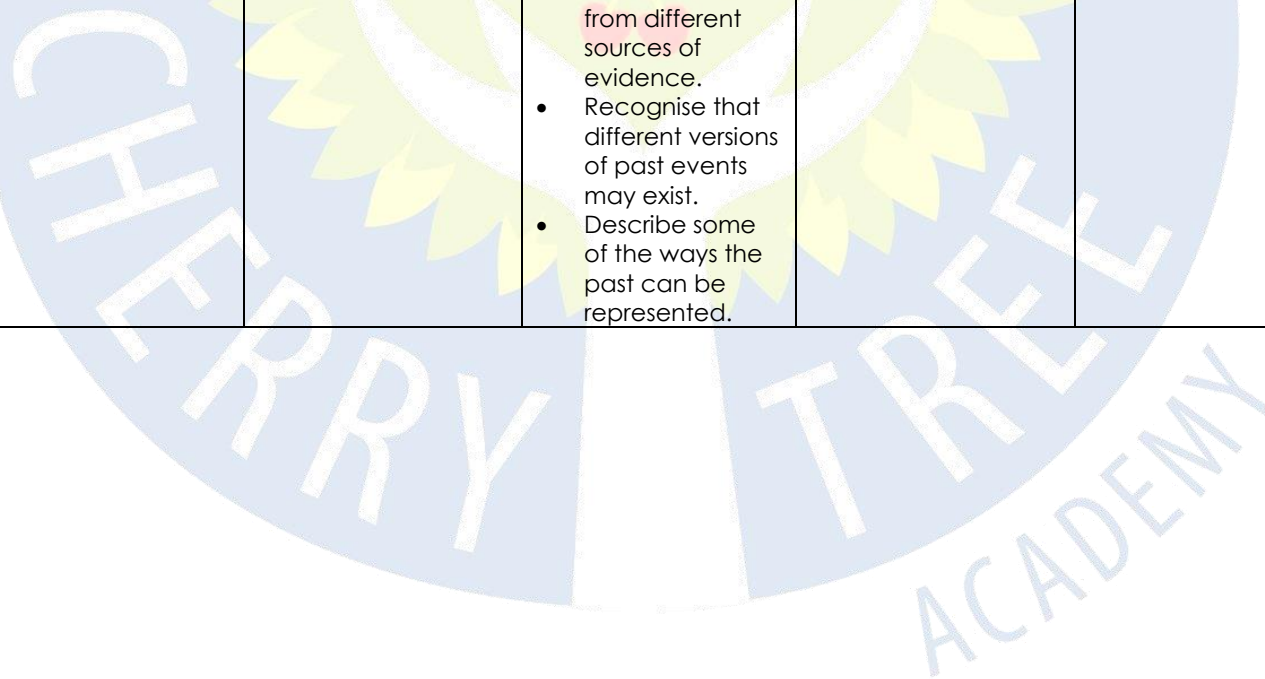
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	<ul style="list-style-type: none"> Begin to distinguish between 'now' and 'then'. 	<ul style="list-style-type: none"> Talk about past and present events in their own lives and in the lives of family members 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.

<p>Knowledge and understanding of events in the past</p>	<ul style="list-style-type: none"> Children talk about past and present events in their own lives and in the lives of family members 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Identify key features and significant events of time studied. Look for links and effects in time studied. Offer a reasonable explanation for some events. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Organisation and communication</p>	<ul style="list-style-type: none"> Children talk about past and present events in their own lives and in the lives of family members. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Interpretations of History</p>	<ul style="list-style-type: none"> Children know about similarities and differences between themselves and others. 	<ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 representations 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. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Compare accounts of events from different sources – fact or fiction Offer some reasons for different versions of events Evaluate sources and make simple inferences. 	<ul style="list-style-type: none"> Link sources and work out how conclusions were arrived at Consider ways of checking the accuracy of interpretations – fact or fiction and opinion Be aware that different evidence will lead to different conclusions Give some reasons for contrasting arguments and interpretations of the past. Recognise that some events, people and changes are judged as more significant than others.
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Historical Enquiry</p>	<ul style="list-style-type: none"> Children talk about past and present events in their own lives and in the lives of family members. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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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