

Everton Primary School – History Progression Document

Chronological Understanding

Key Area	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	<p>Know that a historical story is not about what is happening now.</p> <p>Know how to talk about “When I was a baby”</p>	<p>Know how to sequence 3 or 4 artefacts from distinctly different periods of time</p> <p>Know how to use simple timelines to order some recent events</p> <p>Know how to sequence events in their own life</p> <p>Know about time passing through birthdays</p>	<p>Know how to sequence artefacts closer together in time</p> <p>Know how to sequence photographs etc. from different periods of their life</p> <p>Know how to describe memories from key events in lives</p>	<p>Know how to place the time studied on a timeline</p> <p>Know how to use dates and terms related to the study unit and passing of time</p> <p>Know how to sequence several events or artefacts</p>	<p>Know how to place events from period studied on a timeline</p> <p>Know how to use terms related to the period and begin to date events</p> <p>Understand more complex terms eg BC/AD</p>	<p>Know and sequence key events of time studied</p> <p>Know how to use relevant terms and period labels</p> <p>Know how to make comparisons between different times in the past</p>	<p>Place current study on a timeline in relation to other studies</p> <p>Use relevant dates and terms</p>

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Range and Depth of Knowledge

Key Area	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Range and Depth of Knowledge	<p>Know that other children don't always enjoy the same things, and are sensitive to this.</p> <p>Know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Know things occur, and talk about changes</p>	<p>Know the main events and people studied in a topic.</p> <p>Know how to use simple words and phrases to describe the past- after, before, between.</p>	<p>Know how to recognise why people did things, why events happened and what happened as a result.</p> <p>Know how to identify differences between ways of life at different times</p>	<p>Know how to find out about everyday lives of people in time studied.</p> <p>Know how to compare with our life today</p> <p>Know how to identify reasons for and results of people's actions</p> <p>Understand why people may have wanted to do something</p>	<p>Know how to use evidence to reconstruct life in time studied.</p> <p>Know how to identify key features and events of time studied.</p> <p>Know how to look for links and effects in time studied.</p> <p>Know how to offer a reasonable explanation for some events.</p>	<p>Study different aspects of different people - differences between men and women.</p> <p>Know how to examine causes and results of great events and the impact on people.</p> <p>Know how to compare life in early and late 'times' studied.</p> <p>Know how to compare an aspect of life with the same aspect in another period.</p>	<p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</p> <p>Compare beliefs and behaviour with another time studied.</p> <p>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.</p> <p>Know key dates, characters and events of time studied.</p>

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Interpretations of History

Key Area	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Interpretations of History	<p>Know how to talk about past and present events in their own lives and in the lives of family members.</p> <p>Listen to stories from the past.</p>	<p>Use stories to encourage distinction between fact and fiction.</p> <p>Know how to compare adults talking about the past- consider how reliable are their memories.</p>	<p>Know how to compare two versions of a past event.</p> <p>Know how to compare pictures of people or events in the past</p> <p>Discuss reliability of photos accounts stories.</p>	<p>Identify and give reasons for different ways in which the past is represented.</p> <p>Know how to distinguish between different sources – compare different versions of the same story.</p> <p>Look at representations of the period – museum, cartoons etc.</p>	<p>Look at the evidence available.</p> <p>Begin to know how to evaluate the usefulness of different sources.</p> <p>Know how to use textbooks and historical knowledge.</p>	<p>Know how to compare accounts of events from different sources – fact or fiction.</p> <p>Know how to offer some reasons for different versions of events.</p>	<p>Know how to link sources and work out how conclusions were arrived at.</p> <p>Know how to consider ways of checking the accuracy of interpretations – fact or fiction and opinion.</p> <p>Be aware that different evidence will lead to different conclusions.</p> <p>Explain their understanding of propaganda.</p>

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Historical Enquiry

Key Area	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Enquiry	Know how to answer 'how' and 'why' questions about their experiences and in response to stories and events.	<p>Know how to identify some differences between past and present.</p> <p>Know how to identify old and new from pictures.</p> <p>Know how to use stories as sources for answering questions about the past.</p> <p>Know how to observe and handle artefacts and use these to ask and answer questions about the past.</p>	Know how to use a source. Know how to handle sources to answer questions about the past.	<p>Know how to use a range of sources to find out about a period.</p> <p>Know how to observe small details – artefacts, pictures.</p> <p>Know how to select and record information relevant to the study.</p> <p>Begin to know how to use the library and internet for research.</p>	<p>Use evidence to build up a picture of a past event.</p> <p>Choose relevant material to present a picture of one aspect of life in time past.</p> <p>Ask a variety of questions.</p> <p>Know how to use the library and internet for research.</p>	<p>Begin to identify primary and secondary sources.</p> <p>Use evidence to build up a picture of a past event.</p> <p>Select relevant sections of information.</p> <p>Know how to use the library and internet for research with increasing confidence.</p>	<p>Know how to recognise primary and secondary sources.</p> <p>Know how to use a range of sources to find out about an aspect of time past.</p> <p>Suggest omissions and the means of finding out.</p> <p>Bring knowledge gathered from several sources together in a fluent account.</p>