

West Green Primary History Progression

	Early Years Skills	Reception	KS1 Skills	Year 1	Year 2	KS2 Skills	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	<p>Begin to make sense of their own life-story and family's history.</p> <p>Talk about members of their immediate family and community</p>	<p>Talk about significant events in own experience.</p> <p>Talk about past and present events in own life, e.g. - Birthdays, Holidays, Important events from home.</p> <p>Talk about a past or past events in the correct order, using a simple timeline.</p> <p>Use visual timetables to help with sequencing of events.</p> <p>Talk about and look at how they have changed over time.</p> <p>Talk about and share past events from their family history</p>	<p>Sequence artefacts and events that are close together in time.</p> <p>Order dates from earliest to latest on simple timelines.</p> <p>Sequence pictures from different periods.</p> <p>Describe memories and changes that have happened in their own lives.</p> <p>Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after; to show the passing of time.</p>	<p>Describe memories of key events in my life and changes that have occurred in own lifetime to others.</p> <p>Sequence events in their life and place them on a timeline</p> <p>Sequence photographs etc. from different periods of their life</p> <p>Have an awareness of the past and can use words relating to the passing of time</p> <p>Label time lines with words or phrases such as: <i>past, present, older, newer</i></p>	<p>Sequence artefacts from different periods and check with reference books</p> <p>Use dates where appropriate</p> <p>Sequence images from the studied historical period.</p> <p>Label time lines with words or phrases such as: <i>past, present, older, newer, Oldest, Newest</i>; along with some dates.</p>	<p>Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Order an increasing number of significant events, movements and dates on a timeline, using dates accurately.</p> <p>Use dates and terms to describe historical events accurately.</p> <p>Understand and describe in some detail, the main changes to an aspect in a period of history.</p>	<p>Sequence events in the time studied on a timeline</p> <p>Use dates and terms accurately in describing events</p> <p>Explain what has stayed the same and what has changed since their studied historical period.</p>	<p>Place the current study on a timeline in relation to other studies done</p> <p>Use AD and BC/CE and BCE on a single timeline</p> <p>Make comparisons between different times in the past as well as to the present day.</p>	<p>Sequence events in the time studied on a timeline with correct dates</p> <p>Use relevant terms and period labels e.g. <i>social, religious, political, technological, cultural</i></p> <p>Understand how some historical events/periods occurred at the same time in different locations, representing this with a timeline.</p>	<p>Understand and describe in some detail the main changes to an area of life in a period in history.</p> <p>Understand the concepts of <i>continuity</i> and <i>change over time</i>, representing them along with evidence on a timeline</p>

		Think about changes that may happen. Introduce the concept of past, present and future				Understand how some historical events/periods occurred concurrently in different locations.				
Historical Interpretation	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.	Talk about pictures from home, in books and from other sources. Ask questions about why things happen and begin to give simple explanations Begin to use because. Begin to develop an understanding of the past and present. Begin to look at common themes, such as bravery, kindness etc. and link to personal experiences.	Understand some of the ways in which we find out about the past and identify different ways in which it is represented. Begin to compare two versions of a past event. Observe and use pictures, photographs and artefacts to find out about the past. Begin to use stories or accounts to distinguish between fact and fiction. Explain there are different types of evidence and sources that can be used to help represent the past.	Distinguish between fact and fiction in stories Compare pictures or photographs of people or events in the past Identify ways in which the past is represented – Variety of sources like artefacts, videos, pictures, etc.	Compare 2 versions of a past event Begin to discuss the reliability of photos, accounts or stories	Understand how our knowledge of the past is constructed from a range of sources. Find and analyse a wide range of evidence about the past. Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past. Consider different ways of checking the accuracy of interpretations of the past. Start to understand the difference between primary and secondary evidence and	Offer some reasons for different versions of events. Compare accounts of events from different sources Show awareness that different evidence will lead to different conclusions – <u>Say how things could have been different.</u> Use the library and internet for research	Offer some reasons for different versions of events <u>along with explaining why</u> Begin to evaluate the usefulness of different sources (Primary versus Secondary)	Offer some reasons for different versions of events and <u>be aware that no single source gives the full answer to questions about the past</u> Consider ways of checking the accuracy of interpretations – fact or fiction and opinion Show an awareness of the concept of propaganda	Link sources and work out how conclusions were arrived at Develop a deeper understanding of the concept of propaganda – Different varieties

						<p>the impact of this on reliability.</p> <p>Show an awareness of the concept of propaganda.</p> <p>Know that people in the past represent events or ideas in a way that may be to persuade others.</p> <p>Begin to evaluate the usefulness of different sources.</p>				
Historical Investigation	<p>Begin to make sense of their own life-story and family's history.</p> <p>Talk about members of their immediate family and community.</p> <p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories,</p>	<p>Ask questions about why things happen and begin to give simple explanations – beginning to use “because”</p> <p>Talk about differences between old black and white photos and colour photos of the present day.</p> <p>Talk about the differences and similarities between my life and lives of parents or grandparents</p>	<p>Ask and answer questions, using other sources to show that they know and understand key features of events.</p> <p>Observe or handle evidence to ask simple questions, and find answers to simple questions about the past on basis of simple observations.</p>	<p>Find answers to simple questions about the past from sources of information e.g. artefacts, E.g <i>What was life like for people? What happened? How long ago?</i></p> <p>Use sources – artefacts, pictures, stories, online sources and databases to find out about the past observe or handle</p>	<p>Use a source – artefacts, pictures, stories, online sources and databases to find out about the past</p> <p>Observe or handle sources to answer questions about the past and the studied historical period.</p>	<p>Address and sometimes devise historically valid questions about change, cause, similarity, difference, and significance.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Recognise when they are using primary</p>	<p>Identify primary and secondary sources</p> <p>Use a range of evidence to build up a picture of an aspect of a past event</p> <p>Use and gather knowledge from several sources to answer questions.</p>	<p>Understand how knowledge from the past is constructed from a range of sources</p> <p>Bring knowledge from several sources together in a <u>historical argument</u>.</p>	<p>Identify primary and secondary sources <u>and give reasons for my choice of source</u></p>	<p>Make deductions about the past using sources of evidence</p> <p>Develop an understanding for which Historical questions are useful for investigation</p>

	including figures from the past.	when they were young.	Choose and select evidence and say how it can be used to find out about the past.	sources to answer questions about the past, <u>focusing on more recent events.</u>		and secondary sources of information to investigate the past. Use a wide range of different evidence to collect evidence about the past. Select relevant sections of information to address historically valid questions and construct detailed, informed responses. Investigate their own lines of enquiry by posing historically valid questions to answer.				
Knowledge and Understanding of Events, People and Changes in the Past	Begin to make sense of their own life-story and family's history. Talk about members of their immediate family and community. Comment on images	Talk about significant events in my own experience Talk about past and present events in my own life Talk about a past event in the correct order	Identify similarities and differences between ways of life in different periods. Choose and use parts of stories and other sources, to show they know and understand	Recognise why people did things, why events happened Identify the difference between past and present in my own and others' lives Begin to describe	Recognise why people did things, why events happened <u>and what happened as a result.</u> Recount episodes from stories about the past Describe simple	Identify and note connections, contrasts and trends over time in the everyday lives of people. Use appropriate historical terms such as culture, religious, social, economic and	Give a broad overview of life in periods studied Examine causes and results of great events Compare an aspect of life with the same aspect in another period	Examine causes and results of great events <u>and the impact on people</u>	Examine causes and results of great events and the impact on people <u>and explain them using evidence</u> Describe the social, ethnic, cultural or religious diversity of the past	Give a broad overview of life in periods studied <u>and some major events from the rest of the world</u>

	<p>of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p>	<p>Compare photos of familiar things e.g. school, houses etc. from now and in the past.</p> <p>Talk about what life was like in the past and how it is different or the same to now.</p>	<p>key features of events.</p> <p>Recognise some similarities and differences between the past and present.</p> <p>Identify similarities and differences between ways of life in different periods.</p> <p>Know and recount episodes from stories and significant events in history.</p> <p>Understand there are reasons why people acted as they did.</p> <p>Describe significant individuals from the past.</p>	<p>simple historical events</p> <p>Identify differences between ways of life at different times</p> <p>Describe significant people from the past and why they are significant.</p>	<p>historical events with the 5 W questions.</p>	<p>political, when describing the past.</p> <p>Examine causes and results of great events and the impact these had on people. Describe key features of the past, including attitudes, beliefs and the everyday lives of men, women and children</p>	<p>Describe the differences in society in the past.</p> <p>Recall key dates, characters and events of time studied</p> <p>Find out about beliefs, behaviour and characteristics of people and recognise that not everyone shares the same views and feelings, including the experiences of men, women and children</p>			
<p>Presentations, Organisation and Communication</p>	<p>Begin to make sense of their own life-story and family's history.</p> <p>Talk about members of their immediate</p>	<p>Build up vocabulary that reflects the breadth of their experience – Using the right words for their experiences at home.</p>	<p>Use a wide range of vocabulary of everyday historical terms.</p> <p>Show an understanding of historical terms such as</p>	<p>With support, communicate my knowledge of History through a wide range of means including: Discussion</p>	<p>Communicate my knowledge of History through a wide range of means including: Discussion Drawing pictures</p>	<p>Develop the appropriate use of historical terms. Know and show a good understanding of historical vocabulary, including abstract terms,</p>	<p>Begin to make some decisions on how to communicate my knowledge and understanding in a variety of ways, including using: Discussion, drawing pictures, Drama/role play, Making models, Writing, ICT</p>	<p>Use what has been learnt and make decisions on how to communicate my knowledge and understanding in a variety of ways, including using: Discussion, drawing pictures, Drama/role play, Making models, Writing, ICT</p> <p>Independently recall, select and organise historical information.</p>		

	<p>family and community.</p> <p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p>	<p>Use past and present forms accurately when talking about events that have happened</p>	<p>monarch, parliament, government, war and remembrance</p> <p>Talk, write and draw about things from the past.</p> <p>Use historical vocabulary to retell simple stories about the past.</p> <p>Use drama/role play to communicate their knowledge about the past.</p> <p>Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after; to show the passing of time.</p>	<p>Drawing pictures Drama/role play Making models Writing Using ICT</p> <p>Use words and phrases such as: <i>a long time ago, recently, when my parents were children,</i></p>	<p>Drama/role play Making models Writing Using ICT, more independently</p> <p>Use words and phrases such as: <i>a long time ago, recently, when my parents were children, years, decades, centuries</i></p>	<p>such as democracy, civilisation, social, political, economic, cultural and religious.</p> <p>Present, communicate and organise ideas about the past, using detailed discussions, debates and different genres of writing, such as myths, instructions, accounts, diaries, letters, information, travel guides, posters and news reports.</p> <p>Plan and present a self-direct project or research about the studied period.</p>	<p>With some guidance, recall, select and organise historical information.</p> <p>With guidance, select and organise information to produce structured work, making appropriate use of dates and terms.</p> <p>With guidance, use appropriate historical vocabulary to communicate: <i>dates, time period, era, civilizations, change, chronology, continuity, century, decade, legacy</i></p> <p>With guidance, think about how to present information and ideas</p>	<p>With increasing independence, select and organise information to produce structured work, making appropriate use of dates and terms.</p> <p>With increasing independence, use appropriate historical vocabulary to communicate: <i>dates, time period, era, civilizations, change, chronology, continuity, century, decade, legacy</i></p> <p>Use increasing original ways to present information and ideas</p>
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