



Leigh and Bransford Primary School



Progression Document

History

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology of understanding	<ul style="list-style-type: none"> Children can talk about past and present events in their own lives and the lives of family members. 	<ul style="list-style-type: none"> Sequence events in their life. Sequence 3 or 4 artefacts from distinctly different periods. Match objects to people of different ages. 	<ul style="list-style-type: none"> Sequence artefacts closer together in time. Sequence photographs etc. from different periods of their life. Describe memories of key events in their lives. 	<ul style="list-style-type: none"> Place the time studied on a timeline. Use dates and terms related to the study unit and passing of time. Sequences several events or artefacts. 	<ul style="list-style-type: none"> Place events from the period studied on time line. Use terms related to the period and begin to date events. Understand more complex terms e.g.- BC/AD 	<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. 	<ul style="list-style-type: none"> Place current study on time line in relation to other studies. Use relevant dates and terms. Sequence up to 10 events on a time line.
Range and depth of Historical Knowledge	<ul style="list-style-type: none"> Children are developing an awareness of difference between past and present in their own lives 	<ul style="list-style-type: none"> Recognise the difference between past and present in their own and others' lives. They 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 differences between ways of life at different times. 	<ul style="list-style-type: none"> Find out about everyday lives of people in time studied. Compare 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"> Use evidence to reconstruct life in time studied. Identify key features and events of time studied. Look for effects in time studied. Offer a reasonable explanation for some events. Study different aspects of different people - equal opportunities 	<ul style="list-style-type: none"> Examine causes and results of great 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"> Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. Compare beliefs and behaviour with another time studied. Write another explanation of a past event in terms of cause and effect using

					between men and women.		evidence to support and illustrate their explanation. <ul style="list-style-type: none"> Know key dates. Characters and events of time studied.
Interpretations of History	<ul style="list-style-type: none"> Using familiar contexts children are developing an awareness of changes over time. 	<ul style="list-style-type: none"> Use 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 2 versions of a past event. Compare pictures or photographs of people or events in the fact. Discuss reliability of photos/accounts/stories. 	<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, cartoon etc. 	<ul style="list-style-type: none"> Look at the evidence available. 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 primary or secondary sources. Offer some reasons for different versions of events. 	<ul style="list-style-type: none"> Link sources and work out how conclusion were arrived at. Consider ways of checking the fact or fiction and opinion. Be aware that different evidence will lead to different conclusions. Confidently use the library and internet for research.
Historical enquiry	<ul style="list-style-type: none"> Find out about the past from sources of information eg - talking to older relatives and physical objects. 	<ul style="list-style-type: none"> Find answers about simple questions about the past from sources of information eg artefacts. 	<ul style="list-style-type: none"> Use a source - observe or handle sources to answer questions about the past on the basis of simple observations. 	<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 the library and internet to research. 	<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 the library and internet to research. 	<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 the library and internet with increasing confidence to research. 	<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 in a fluid account.