

Ravenscroft Community Primary School
Progression in History

		Chronological Understanding	Knowledge and understanding of past events, people and changes in the past	Historical Interpretation	Historical Enquiry	Organisation and Communication
EYFS	N	<ul style="list-style-type: none"> • Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. • Remember and talk about significant times or events for family and friends. • Begin to make sense of own life-story and family's history. 	<ul style="list-style-type: none"> • Develop an understanding of growth, decay and changes over time. • Share stories about people from the past who have an influence on the present. 	<ul style="list-style-type: none"> • Comment and ask questions about aspects of the familiar world such as the place where I live or the natural world. • Bring in photographs, videos, visitors. 	<ul style="list-style-type: none"> • Understand why and how questions. • Asks who, what, when & how. 	<ul style="list-style-type: none"> • Show knowledge and understanding about the past in different ways using role play and discussion. • Begin to understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night.
	R	<ul style="list-style-type: none"> • Use talk to organise, sequence and clarify thinking and events. • Compare and contrast characters from stories, including figures from the past. • Comment on images of familiar situations in the past. 	<ul style="list-style-type: none"> • Use talk to organise, sequence and clarify thinking, ideas, feelings and events. • Articulate ideas and thoughts in well-formed sentences. 	<ul style="list-style-type: none"> • Ask questions to find out more and to check understanding of what has been said. 	<ul style="list-style-type: none"> • Ask questions to find out more and to check understanding of what has been said. • Understand questions such as who, why, when, where and how. • Engage in non-fiction books. 	<ul style="list-style-type: none"> • Show knowledge and understanding about the past in different ways using role play, drawing and discussion. • Understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night.

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Key Stage 1	Y1	<ul style="list-style-type: none"> • Sequence some events or 2 related objects in order of time – up to 100 years. • Use words and phrases: old, new, young, days and months. • Remember parts of stories and memories about the past. 	<ul style="list-style-type: none"> • Tell the difference between past and present in their own and other people's lives. 	<ul style="list-style-type: none"> • Begin to identify and recount some details from the past from sources such as pictures, stories and artefacts. 	<ul style="list-style-type: none"> • Find answers to simple questions about the past from sources of information such as pictures, stories and artefacts. 	<ul style="list-style-type: none"> • Show knowledge and understanding about the past in different ways using role play, drawing, writing and discussion.
	Y2	<ul style="list-style-type: none"> • Recount changes in their own life over time and compare that to people from different eras. • Puts 3 or more people, events or objects in order using a given scale – beyond 100 years. • Use words and phrases such as recently, before, after, now and later. • Use past and present when telling others about an event. 	<ul style="list-style-type: none"> • Use information to describe the past. • Use information to describe the differences between then and now. • Recount main events from a significant event in history. • Use evidence to explain reasons why people in the past acted as they did. 	<ul style="list-style-type: none"> • Look at books, pictures, eye-witness accounts, photographs, artefacts, buildings and use knowledge from educational visits. 	<ul style="list-style-type: none"> • Look carefully at pictures or objects to find information about the past. • Ask and answer questions such as 'what was it like for a ...?', 'what happened in the past?', 'how long ago did ... happen?' 	<ul style="list-style-type: none"> • Describe objects, people and events. • Write simple stories and recounts about the past. • Draw labelled diagrams and writes about them to inform others about people, events and objects from the past.

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Lower Key Stage 2	Y3	<ul style="list-style-type: none"> Use timelines to place events in order. Understand how a timeline can be divided into BC and AD. Uses words and phrases: century, decade. 	<ul style="list-style-type: none"> Use evidence to describe houses and settlements, culture and the way of life, people's beliefs and attitudes and the differences between rich and poor. Use evidence to find out how any of these may have changed during a time period. Describe similarities and differences between people, events and objects and suggest reasons why there were differences. 	<ul style="list-style-type: none"> Studies two versions of the same event and viewpoints and identify differences in the accounts. 	<ul style="list-style-type: none"> Use a range of source material including educational visits to collate information about the past. Ask questions such as 'why did people ...?' and 'what did people do for ...?' Suggest sources of evidence to help answer questions. 	<ul style="list-style-type: none"> Present finding about the past using discussion, writing, ICT and drawing skills. Use dates and subject specific vocabulary with increasing accuracy. Suggest different ways of presenting information for different purposes.
	Y4	<ul style="list-style-type: none"> Name and place dates of significant events of the period on a timeline. Place certain topics on a timeline, showing an understanding of BC and AD. Use words and phrases: century, decade, BC, AD, after, before and during. 	<ul style="list-style-type: none"> Show knowledge and understanding by describing features of past societies and periods. Identify some ideas, beliefs and attitudes of past cultures giving reason for these differences. Describe how some of the past events affect life today. 	<ul style="list-style-type: none"> Give reasons why there may be different accounts of history looking at propaganda. 	<ul style="list-style-type: none"> Understand the difference between primary and secondary sources. Ask questions such as 'what was it like for a ... during ...?' Ask questions of the source material and suggest sources of evidence from a selection provided to answer questions. 	<ul style="list-style-type: none"> Present findings about the past using discussion, writing, maths (data handling, ICT, drama and drawing skills). Use dates and subject specific vocabulary correctly.

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Upper Key Stage 2	Y5	<ul style="list-style-type: none"> • Use timelines to place and sequence local, national and international events. • Identify changes within and across historical periods. • Use words and phrases relating to specific periods. 	<ul style="list-style-type: none"> • Identify some social, cultural, religious and ethnic diversities of societies studied in Britain and the wider world. • Give some causes and consequences of the main events, situations and changes in the periods studied. • Identify changes and links within and across the time periods studied. 	<ul style="list-style-type: none"> • Give clear reasons why there may be different accounts of history. • Study different versions of the same historical event and identify differences in the accounts. • Know that people can represent events or ideas in ways that persuade others – bias and propaganda. 	<ul style="list-style-type: none"> • Ask a range of questions about the past. • Ask questions of the source material and suggest sources of evidence from a selection provided to answer questions. • Realise that there is often not a single answer to historical questions and give clear reasons why there may be different accounts. 	<ul style="list-style-type: none"> • Present findings about the past using discussion, writing, maths (data handling, ICT, drama and drawing skills). • Use dates and subject specific vocabulary correctly.
	Y6	<ul style="list-style-type: none"> • Use timelines to place events, periods and cultural movements from around the world and use these as a reference point. • Describe main changes in a period using words and phrases such as: social, religious, political, technological and cultural. 	<ul style="list-style-type: none"> • Choose reliable sources of factual evidence to describe aspects of life, people's beliefs, and attitudes and differences in status. • Identify how aspects of life have changed during a time period and give reasons why, supporting reasons with evidence and statistics. • Describe how some changes impact on both subsequent periods, and, in the long term, on today's society. 	<ul style="list-style-type: none"> • Understand that the past has been represented in different ways. • Suggest accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways. • Know and understand that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history. 	<ul style="list-style-type: none"> • Identify and use different sources of information and artefacts. • Evaluate the usefulness and accuracy of different sources of evidence. • Select the most appropriate source material, using primary and secondary, for a particular task. • Form own opinions about historical events from a range of sources. 	<ul style="list-style-type: none"> • Present information in an organised and clearly structured way and in the most appropriate/effective manner (written explanation, tables and charts, labelled diagrams). • Make accurate use of specific dates and terms.