

Stapeley Broad Lane CE Primary School



History Progression

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	<p>Beginning to develop chronological understanding such as 'now and next'.</p> <p>Introduce concept of days of the week. Days of week</p> <p>Begin to talk about past and present such as things that the children did as babies and things now.</p>	<p>Continuing to develop chronological understanding</p> <p>Know the difference between long ago and now.</p> <p>Compare modern and old objects - put 2 objects or events in order</p> <p>Know my life is different from the lives of people in the past.</p> <p>Begin to show understanding of time.</p>	<p>Beginning to develop an understanding of where the people and events I have studied fit on a basic timeline.</p> <p>Tell a few similarities and differences between ways of life in Stapeley/Nantwich at different times.</p> <p>Name a few people in the past who have contributed to local achievements.</p> <p>Put a few objects/ events in order</p>	<p>Know where the people and events I have studied fit on a basic timeline.</p> <p>Tell a few similarities and differences between ways of life at different times.</p> <p>Name a few people in the past who have contributed to national and international achievements.</p> <p>Put a few objects/ events in order</p>	<p>Beginning to understand that the past is divided into differently named periods of time and use some dates to explain British, local, & world history.</p> <p>Beginning to place events, people and changes of British, local & world history, on a timeline, using appropriate dates/chronological conventions eg. BC, BCE & AD.</p> <p>Beginning to put artefacts or information in chronological order.</p>	<p>Understand that the past is divided into differently named periods of time and use some dates to explain British, local, & world history.</p> <p>Place events, people and changes of British, local & world history, on a timeline, using appropriate dates/chronological conventions eg. BC, BCE & AD.</p> <p>Put artefacts or information in chronological order.</p>	<p>Beginning to demonstrate a coherent chronological narrative, knowledge and understanding of Britain's past and the wider world</p> <p>Beginning to show a chronically secure knowledge and understanding of local, national and global history.</p> <p>Beginning to tell the story of events within and across the time periods I have studied.</p> <p>Beginning to identify specific changes within and across different periods over a long arc of development.</p> <p>Beginning to describe connections, contrasts and trends over short and longer time periods.</p>	<p>Demonstrate a coherent chronological narrative, knowledge and understanding of Britain's past and the wider world</p> <p>Show a chronologically secure knowledge and understanding of local, national and global history.</p> <p>Tell the story of events within and across the time periods I have studied.</p> <p>Identify specific changes within and across different periods over a long arc of development.</p> <p>Describe connections, contrasts and trends over short and longer time periods.</p>
Concepts	<p>Begin to know that things can change over time such as life cycles.</p> <p>Begin to sequence events related to time such as daily timeline.</p>	<p>Begin to understand how things change over time.</p> <p>Begin to understand the passage of time.</p> <p>Recall some simple facts</p> <p>Put 2 events or objects in order.</p>	<p>Discuss change and continuity in an aspect of life, e.g. shopping</p> <p>Identify similarities and differences between ways of life in different periods, including their own lives</p> <p>Recognise and make simple observations about who was important in an</p>	<p>Identify similarities and differences between different times.</p> <p>Recount some of the people or events from my work</p> <p>Give more than one cause of an event and give a reason why people in the past acted as they did.</p>	<p>Describe and begin to make links between main events, situations and changes within and across different periods and societies</p> <p>Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual</p>	<p>Provide a few reasons for and the results of the main events and changes of a time studied.</p> <p>Make connections & contrasts and some references in my work to concepts. (cause & consequence, continuity & change, similarity, difference and significance)</p>	<p>Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual</p> <p>Give reasons why some events, people or developments are seen as more significant than others</p>	<p>Show an understanding of historical concepts explanations and written work.</p> <p>Devise questions about change, cause and consequence, similarity, difference and significance of people or events in a wider context.</p>

		Give one cause of an event	historical event/account, e.g. talk about important places and who was important and why	Reflect on the significance of what I have learnt about the past.	Identify and begin to describe historically significant people and events in situations	Recall a range of similarities/ differences between different times in the past in periods covered so far.		Understand the complexity of people's lives in the past and how some societies are very different due to changes or challenges at the time. Discuss trends over time See the relationship between different periods and their legacy or impacts.
Interpretation	<p>Begin to use photographs or objects as talking points.</p> <p>Begin to look at differences in families and lives using photographs and books.</p>	<p>Look at or touch objects from the past and comment on their appearance.</p> <p>Know that the past is different from today.</p> <p>Look at the differences between "long ago" and "now".</p> <p>Beginning to give my own view on why something happened in the past or how I know.</p>	<p>Begin to identify different ways that the past is represented, e.g. fictional accounts, illustrations, films, song, museum displays</p>	<p>Identify different ways that the past is represented, e.g. fictional accounts, illustrations, films, song, museum displays</p> <p>Develop an awareness of the past and can comment on what or how I found things out.</p> <p>Understand the importance of basing ideas on evidence</p> <p>Developing the skills of presenting an idea and raising questions about the past.</p>	<p>Be aware that different versions of the past may exist and begin to suggest reasons for this</p>	<p>Think critically, weigh evidence, sift arguments, and develop perspective and judgement.</p> <p>Describe how the past can be represented or interpreted in a few different ways.</p>	<p>Understand that the past is represented and interpreted in different ways and give reasons for this</p>	<p>Think critically, weigh evidence, sift arguments, and develop perspective and judgement.</p> <p>Be aware of different views about people and events studied and can give some reasons why different versions of the past exist.</p> <p>Evaluate and carefully select from a range of historical sources to find relevant historical information.</p> <p>Consider different viewpoints or think about bias or anachronism.</p>
Enquiry	<p>Use family photos and memories to talk about past events.</p> <p>Children's Online journals allow parents to share memories for children to discuss.</p>	<p>Show an interest in the past.</p> <p>Begin to ask questions about artefacts, suggesting what they might be used for.</p>	<p>Begin to ask and to answer questions about events e.g. When? What happened? What was it like? Why? Who was involved?</p> <p>Understand some ways we find out</p>	<p>Analyse artefacts</p> <p>Ask questions.</p> <p>Consider how to find out answers</p> <p>Develop skills to study history by</p>	<p>Begin to ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance</p>	<p>Answer and sometimes devise my own historically valid questions.</p> <p>Use one or more sources of information to help me answer</p>	<p>Devise, ask and answer more complex questions about the past, considering key concepts in history</p> <p>Select sources independently and give reasons for choices</p>	<p>Understand the methods of historical enquiry, knowing how evidence is used rigorously to make historical claims</p>

		<p>Begin to make accurate comparisons between modern and old objects</p> <p>Find answers to simple questions from a writing or a picture</p>	<p>about the past e.g. using artefacts, pictures, stories and websites</p> <p>Begin to choose and use parts of stories and other sources to show understanding of events</p>	<p>hypothesisin g, questioning and investigating</p> <p>Choose & use parts of stories and other sources of information to show I know and understand key features of events or people's lives studied.</p>	<p>Begin to suggest where we might find answers to questions considering a range of sources</p> <p>Begin to understand that knowledge about the past is constructed from a variety of sources</p> <p>Begin to construct and organise responses by selecting relevant historical data</p>	<p>questions about the past in sentences.</p>	<p>Analyse a range of source material to promote evidence about the past</p> <p>Construct and organise responses by selecting and organising relevant historical data</p>	<p>Answer and devise my own historically valid questions.</p> <p>Evaluate a range of historical sources</p> <p>Make perceptive deductions about the reliability of sources</p> <p>Know how our knowledge of the past is constructed from a range of sources</p> <p>Select and organise relevant historical information from a range of historical sources.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Communication</p>	<p>Begin to talk about the past in relation to events and memories.</p> <p>Begin to order events such as birthdays, school day and days of the week.</p>	<p>Show awareness of the past.</p> <p>Show interest in the past.</p> <p>Begin to use the correct words such as "yesterday, past etc."</p>	<p>Communicate understanding of the past in a variety of ways</p> <p>Develop the range of words used to show that passing of time</p> <p>Explain briefly about a time before I was born and compare a few aspects of life in different periods linked to significant people in different ways using everyday historical terms.</p>	<p>Further develop the range of words & phrases relating to passing of time</p> <p>Explain about a time before I was born and compare aspects of life in different periods linked to significant people in different ways using everyday historical terms.</p> <p>I can recount stories accurately and explain why some people and events were important.</p>	<p>Begin to construct and organise responses by selecting relevant historical data</p> <p>Describe some of the main events, people and changes in the history of Britain and the wider world.</p>	<p>Present recalled or selected information in a variety of ways using specialist terms.</p> <p>Describe the main events, people and changes in the history of Britain and the wider world.</p>	<p>Begin to construct informed responses by thoughtfully selecting and organising of relevant historical information.</p> <p>Use key historical terms accurately e.g. century, decade.</p> <p>Begin to make pertinent and valid comparisons between periods.</p>	<p>Create structured accounts, including written narratives and analyses.</p> <p>Construct informed responses by thoughtfully selecting and organising of relevant historical information.</p> <p>Use key historical terms accurately e.g. century, decade.</p> <p>Make pertinent and valid comparisons between periods.</p>