



Lees Primary School History Progression



Nursery	<p style="text-align: center;"><u>NURSERY</u> <u>Understanding the World</u> Begin to make sense of their own life-story and family's history.</p>			
	<u>Historical Enquiry and Interpretation</u>	<u>Knowledge of world history</u>	<u>Understand Chronology</u>	<u>Communicating Historically</u>
	*Asks, who, what, when, how	*Remembers and talks about significant events in their own experience	*Can retell a simple past event in the correct order	*Can recall and relive past experiences using, a long time ago, today, yesterday
Reception	<p style="text-align: center;"><u>RECEPTION</u> <u>Understanding the World</u></p> <ul style="list-style-type: none"> • Comment on images of familiar situations in the past. <p style="text-align: center;">Compare and contrast characters from stories, including figures from the past.</p> <p style="text-align: center;"><u>ELG - Understanding the World & Past and Present</u></p> <ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. 			
	<u>Historical Enquiry and Interpretation</u>	<u>Knowledge of world history</u>	<u>Understand Chronology</u>	<u>Communicating Historically</u>
	*Use photographs to evidence changes in their own lives since birth	*Be aware of some historical events celebrated / commemorated nationally	*Talk about people or events, past and present, significant to themselves *Understand the concept of age	*Use words such as: now, then, a long time ago, days of the week, before, after

	<p>Level Expected by the end of EYFS</p> <p>Understanding the World Past and Present</p> <p>Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling</p> <p>Speaking :</p>
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Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

KS1 History National Curriculum

Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

KS2 History National Curriculum

Children should understand how our knowledge of the past is constructed from a range of sources

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Historical Interpretations

- Use stories to encourage children to distinguish between fact and fiction
- Compare adults talking about the past - how reliable are their memories? changes within living memory. This may include changes in the locality when looking at the village and special events

- Compare two versions of a past event such as Fire of London
- Compare pictures or photographs of people or events in the past
- Discuss reliability of photos/ accounts/ stories

- Identify and give reasons for different ways in which the past is represented
- Distinguish between different sources - compare different versions of the same story or event
- Look at different representations of the period - E.g. museum information, cartoons/ storyboards.

- Look at the evidence available
- Begin to evaluate the usefulness of different sources.
- Look at different accounts of historical events and be able to explain why they may be different.

- Find and analyze a range of evidence about the past.
- Compare accounts of events from different sources - fact or fiction and checking the accuracy, offering some reasons for different versions of events.
- Start to understand the difference between primary and secondary evidence

- Link sources and work out how conclusions were arrived at - linking to factual evidence of the past. (E.g. Anne Frank)
- Consider ways of checking the accuracy of interpretations - fact or fiction and opinion
- Be aware that different evidence will lead to different conclusions
- Show an awareness of propaganda
- Know that people in the past represent events or ideas in a way that may be able to persuade others.

KS1 History National Curriculum

Children should ask and answer questions, using other sources to show that they know and understand key features of events.

KS2 History National Curriculum

Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

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Historical Enquiry	Find answers to simple questions about the past from sources of information e.g. artefacts from holidays form the past.	<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. <p>Choose and select evidence and say how it can be used to find out about the past.</p>	<ul style="list-style-type: none">• Use a range of sources to find out about the past.• Observe small details – artefacts, pictures or maps to build up a clearer picture about the past.• Ask questions to find answers about the past.• Begin to use books and internet for 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• Devise and ask a variety of questions to find answers about the past.• Use the library and internet for 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 to address historically valid questions• Use the library and internet for research with increasing confidence	<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• investigate their own lines of enquiry by posing historically valid questions to answer.• Bring knowledge gathered from several sources together in a fluent account
	KS1 History National Curriculum Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework.		KS2 History National Curriculum Pupils should 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.		KS2 History National Curriculum Pupils should 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	
Chronological understanding	<ul style="list-style-type: none">• Sequence events in their life• Sequence 3 or 4 artefacts or photos from distinctly different periods of time• Match objects to people of different ages <p>Use words and phrases such as old & new</p>	<ul style="list-style-type: none">• Sequence artefacts closer together in time – check with reference book• Sequence photographs etc. from different periods• Describe memories and changes of key events in lives• Order dates from earliest to latest on simple timelines• Use words and phrases such as earliest, latest, past, present, future, century, newest, oldest, modern, before, after to show the passing of time.	<ul style="list-style-type: none">• Place events from period studied on time line• Use dates and terms related to the study unit and passing of time• Sequence several events or artefacts	<ul style="list-style-type: none">• Sequence several events, artefacts or historical figures on a timeline• Use terms related to the period and begin to date events• Understand more complex terms e.g. BC (before Christ/AD (Anno Domini)	<ul style="list-style-type: none">• Order an increasing number of significant events, movements and dates on a timeline using dates accurately.• Use relevant terms and period labels to describe historical events.• 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 <p>Make comparisons between different times in the past and sequence different events on a timeline. Understand how some different events/periods occurred concurrently in different locations</p>

	KS1 History National Curriculum Pupils should identify similarities and differences between ways of life in different periods.		KS2 History National Curriculum Children should note connections, contrasts and trends over time.		KS2 History National Curriculum Pupils should note connections, contrasts and trends over time.	
Knowledge and Understanding of (People /Events/Changes) in the past	<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 some similarities and differences between the past and the present. • Identify similarities and differences between ways of life in different periods • Know and recount episodes from stories and significant events in history. • Understand there are reasons why people in the past acted as they did. • Describe significant individuals from the past. 	<ul style="list-style-type: none"> • Know and recount episodes from stories and events in history. (E.g. Beowulf/The Hero Twins) • Find out about everyday lives of people in time studied and explain how events influenced life today. • Identify reasons for and results of people's actions • Understand why people may have wanted to do something • Begin to understand similarities and differences between ways of life in different periods. • Understand why people acted as they did and describe significant individuals). 	<ul style="list-style-type: none"> • Identify key features, aspects and events of the time studied. • Note key changes over a period of time and be able to give reasons for those changes • Describe connections and contrasts between aspects of history (E.g. Stone Age to Iron Age) • Identify key features and events of time studied and compare with our life today • Look for links and effects in time studied • 	<ul style="list-style-type: none"> • Identify and note connections, contrasts and trends over time in the everyday lives of people (E.g. Romans and Victorians) • Describe the key features of the past period studied and use relevant historical terms culture, religious, social, economic and political • Examine causes and results of great events and the impact these had on people (E.g. Victorians factory act) • Compare life in early and late 'times' studied • Compare an aspect of life with the same aspect in another period (E.g. Schooling) 	<ul style="list-style-type: none"> • Note and explain connections, contrasts and trends over time. • Use appropriate historical terms such as culture, religious, social, economic and political when describing the past. • Compare beliefs and behaviour with another time studied • Understand causes and results of great events and the impact these had on people (E.g. Battle of Britain, holocaust) • Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings <p>• Write an explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</p> <p>Describe key features of the past including attitudes, beliefs and everyday lives of men, women and children.</p> <ul style="list-style-type: none"> • Know key dates, characters and events of time studied

	KS1 History National Curriculum Pupils should use a wide vocabulary of everyday historical terms.	KS2 History National Curriculum Pupils should develop the appropriate use of historical terms.	KS2 History National Curriculum Pupils should develop the appropriate use of historical terms.
Present ing, Organis ing and Commun icating	<ul style="list-style-type: none"> • Talk, write and draw about things from the past; • Use historical vocabulary to retell simple stories about the past; • Use drama/role play to communicate their knowledge about the past. 	<ul style="list-style-type: none"> • Use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms, democracy, civilisation • Present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides; • Start to present ideas based on their own research about a studied period. • Show an understanding of historical terms, such as monarch, parliament, government, war, remembrance; • Talk, write and draw about things from the past; • Use historical vocabulary to retell simple stories about the past; • Use drama/role play to communicate their knowledge about the past. 	<ul style="list-style-type: none"> • Know and show a good understanding of historical vocabulary including abstract terms such as social, political, economic, cultural, religious • Present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports to communicate understanding. • Plan and present a self-directed project or research about the studied period.