

Langdon Primary School – Progression in History (2019)

	Year R	Years 1 and 2	Years 3 and 4	Years 5 and 6
Chronology	<ul style="list-style-type: none"> <li>• Use words and phrases that relate to time such as before, after, since, now, yesterday, tomorrow, new, old</li> <li>• Describe things that have happened to themselves in the short and longer term past</li> </ul>	<ul style="list-style-type: none"> <li>• Describe changes within living memory</li> <li>• Order events and objects on a timeline of a topic from beyond living memory</li> <li>• Describe similarities and differences between periods of time</li> </ul>	<ul style="list-style-type: none"> <li>• Use a timeline of history – understanding that it can be split into BC and AD</li> <li>• In time order, describe the main changes in a period or event studied</li> <li>• Accurately order dates on a timeline to show an event or period</li> </ul>	<ul style="list-style-type: none"> <li>• Use timelines to demonstrate changes and developments in key areas such as culture, technology or religion</li> <li>• Note connections, contrasts and trends over time</li> <li>• Understand how some historical events occurred concurrently in different locations (eg. Ancient Egypt and Stone Age Britain)</li> </ul>
Knowledge	<ul style="list-style-type: none"> <li>• Recall things that have happened to themselves and others in living memory</li> </ul>	<ul style="list-style-type: none"> <li>• Use information gathered from a range of sources, including eyewitness accounts (eg. grandparents, visitors) to describe the past</li> <li>• Recall information about people or events from beyond living memory</li> <li>• Recount the main details from significant events in history</li> </ul>	<ul style="list-style-type: none"> <li>• Use evidence to describe aspects of the lives of people from the past eg. culture, way of life, what was important to them</li> <li>• Investigate similarities and differences between people, events and artefacts</li> <li>• Be able to talk about the influence of the past on the way we live today</li> </ul>	<ul style="list-style-type: none"> <li>• Give reasons why change occurred, backed up with evidence</li> <li>• Describe how some changes impact both on subsequent periods and, in the longer term, on today's society</li> <li>• Identify some social, cultural, religious and ethnic diversities of societies studied</li> </ul>
Enquiry	<ul style="list-style-type: none"> <li>• Ask questions about the past</li> <li>• Look at objects, pictures and photographs from the past and ask questions about them</li> </ul>	<ul style="list-style-type: none"> <li>• Ask questions and look for evidence to answer them</li> <li>• Know that we can find out about the past using a range of sources eg. artefacts, diaries, photographs</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the idea that there are different accounts of history</li> <li>• Be able to locate and use documents, printed scripts and digital information using IT to find out about the past</li> </ul>	<ul style="list-style-type: none"> <li>• Question the reliability of source material – give reasons why it is or is not reliable</li> <li>• Choose and use the most reliable forms of evidence to inform learning</li> </ul>
Interpretation	<ul style="list-style-type: none"> <li>• Look at artefacts and describe how they are different or the same as those we use or see today</li> </ul>	<ul style="list-style-type: none"> <li>• Say why people might have acted as they did in the past</li> <li>• Say what they have found out from looking at and handling artefacts about life in the past</li> <li>• Suggest what things in the past might have been different to today and give simple reasons why</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the difference between fact and opinion</li> <li>• Identify where people in the past have represented events, people and ideas in a way that persuades others</li> <li>• Work out what message is being given about the past in artefacts, documents,</li> </ul>	<ul style="list-style-type: none"> <li>• Realise that there is often not a single answer to a question about history or a single interpretation of the past</li> <li>• Give reasons why there may be different accounts of history</li> <li>• Understand that some evidence from the past is propaganda, opinion or misinformation and that this affects the interpretation of history</li> </ul>

Organisation and Communication	<ul style="list-style-type: none"><li>• Sort objects and events into then and now</li><li>• Draw about the past</li><li>• Talk about the past</li><li>• Engage in role play about the past</li></ul>	<ul style="list-style-type: none"><li>• Retell and write stories about the past</li><li>• Draw labelled diagrams</li></ul>	<ul style="list-style-type: none"><li>• Communicate ideas using different genres for example, drawings, ICT, diagrams, data, drama, story telling</li><li>• Use subject specific vocabulary with accuracy</li></ul>	<ul style="list-style-type: none"><li>• Plan and present self directed research and/or projects</li><li>• Present information in an organised and logical way</li></ul>
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