



## Lyme Community Primary School

### Progression: History

	<b>By the end of EYFS (ELG)</b>	<b>By the end of KS1</b>	<b>By the end of KS2</b>
<b>Chronological knowledge</b>	<p style="text-align: center;"><i>Development Matters – YN</i></p> <p style="text-align: center;"><b>Maths</b></p> <p>*Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p> <p style="text-align: center;"><b>Understanding of the World</b></p> <p>*Begin to make sense of their own life-story and family's history.</p> <p>*Understand the key features of the life cycle of a plant and an animal.</p>	<p>*Develop an awareness of the past.</p> <p>*Use common words and phrases relating to the passing of time.</p> <p>*Know where all people/events studied fit into a chronological framework.</p> <p>*Identify similarities/differences between periods.</p>	<p>*Continue to develop chronologically secure knowledge of history.</p> <p>*Establish clear narratives within and across periods studied.</p> <p>Not connections, contrasts and trends overtime.</p>
<b>Historical terms</b>		<p>*Use a wide vocabulary of everyday historical terms.</p>	<p>*Develop the use of appropriate historical terms.</p>
<b>Historical enquiry</b>	<p style="text-align: center;"><i>Development Matters – YR</i></p> <p style="text-align: center;"><b>Understanding of the World</b></p> <p>*Comment on images of familiar situations in the past.</p> <p>*Compare and contrast characters from stories, including figures from the past.</p>	<p>*Ask and answer questions.</p> <p>*Understand some ways which we find out about the past.</p> <p>*Choose and use parts of stories and other sources to show understanding (see below)</p>	<p>*Regularly address and sometimes devise historically valid questions.</p> <p>*Understand how knowledge of the past is constructed from a range of sources.</p> <p>*Construct informed responses by selecting and organising relevant historical information.</p>
<b>Using evidence/Communicating ideas</b>	<p style="text-align: center;"><b>Communication:</b></p> <p style="text-align: center;"><b>Speaking</b></p> <p>*Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>*Identify similarities and differences between ways of life at different times.</p>	<p>*Describe/make links between main events, situations and changes within and across different periods/societies.</p>
<b>Continuity and change in and between periods</b>	<p style="text-align: center;"><b>Understanding of the World:</b></p> <p style="text-align: center;"><b>Past and Present</b></p> <p>*Talk about the lives of the people around them and their roles in society.</p>	<p>*Recognise why people did things, why events happened and what happened as a result.</p>	<p>*Identify and give reasons for, results of, historical events, situations and changes.</p>
<b>Cause and consequence</b>	<p>*Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>	<p>*Make simple observations about different types of people, events, beliefs within a society.</p>	<p>*Describe social, cultural, religious and ethnic diversity in Britain and the wider world.</p>
<b>Similarity/Difference within a period/situation (diversity)</b>	<p>*Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>*Talk about who was important e.g. in a simple historical account.</p>	<p>*Identify historically significant people and events in situations.</p>
<b>Significance of events/people</b>			



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	Y1	Y2	Y3	Y4	Y5	Y6
<b>Chronological understanding</b>	<ul style="list-style-type: none"> <li>*Sequence events in their life.</li> <li>*Sequence 3 or 4 artefacts from distinctly different periods of time.</li> <li>*Match objects to people of different ages.</li> </ul>	<ul style="list-style-type: none"> <li>*Sequence artefacts closer together in time and check with a reference book/online.</li> <li>*Sequence photographs, etc. from different periods of their life.</li> <li>*Describe memories of key events in lives.</li> </ul>	<ul style="list-style-type: none"> <li>*Place the time studied on a timeline.</li> <li>*Use dates and terms related to the study unit and passing of time.</li> <li>*Sequence several events or artefacts.</li> </ul>	<ul style="list-style-type: none"> <li>*Place events studied on a time line.</li> <li>*Use terms related to the period and begin to date events.</li> <li>*Understand more complex terms e.g. BC/AD.</li> </ul>	<ul style="list-style-type: none"> <li>*Know and sequence key events of time studied.</li> <li>*Use relevant terms and period labels.</li> <li>*Make comparisons between different times in the past.</li> </ul>	<ul style="list-style-type: none"> <li>*Place current study on a timeline in relation to other studies.</li> <li>*Use relevant dates and terms.</li> <li>*Sequence up to 10 events on a timeline.</li> </ul>
<b>Range and depth of historical knowledge</b>	<ul style="list-style-type: none"> <li>*Recognise the difference between past and present in their own and others lives.</li> <li>*Know and recount episodes from stories about the past.</li> </ul>	<ul style="list-style-type: none"> <li>*Recognise why people did things, why events happened and what happened as a result.</li> <li>*Identify differences in way of life at different times.</li> </ul>	<ul style="list-style-type: none"> <li>*Find out about every day lives in the time period studied.</li> <li>*Compare with our life today.</li> <li>*Identify reasons for and results of people's actions.</li> <li>*Understand why people may have wanted to do something.</li> </ul>	<ul style="list-style-type: none"> <li>*Use evidence to reconstruct life in a time studied.</li> <li>*Identify key features and events in a time studied.</li> <li>*Look for links and effects in a time studied.</li> <li>*Offer a reasonable explanation for some events.</li> </ul>	<ul style="list-style-type: none"> <li>*Study different aspects of different people e.g. the differences between men and women.</li> <li>*Examine causes and results of great events and the impact on people.</li> <li>*Compare life in early and late 'times' studied.</li> <li>*Compare an aspect of life with the same aspect in</li> </ul>	<ul style="list-style-type: none"> <li>*Find out about beliefs, behaviour and characteristics of people recognising that not everyone shares the same ideas and feelings.</li> <li>*Compare beliefs and behaviour with another time studied.</li> <li>*Write another explanation of an event in terms of cause and effect using evidence</li> <li>*Know key date, events and characteristics of times studied.</li> </ul>



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					another time period.	
	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>
<b>Interpretations of history</b>	<ul style="list-style-type: none"> <li>*Distinguish between fact and fiction.</li> <li>*Compare adults talking about the past – how good are their memories?</li> </ul>	<ul style="list-style-type: none"> <li>*Compare two versions of a past event.</li> <li>*Compare pictures or photographs of people or events from the past.</li> <li>*Discuss reliability of photos/recounts/stories.</li> </ul>	<ul style="list-style-type: none"> <li>*Identify and give reasons why the past can be interpreted differently.</li> <li>*Distinguish between different sources – compare different versions of the same story.</li> <li>*Look at interpretations of the period e.g. museum, cartoons, etc.</li> </ul>	<ul style="list-style-type: none"> <li>*Look at the evidence available.</li> <li>*Begin to evaluate the usefulness of different sources.</li> <li>*Use text books and historical knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>*Compare accounts of events from different sources – fact or fiction.</li> <li>*Offer some reasons for different versions of events.</li> </ul>	<ul style="list-style-type: none"> <li>*Link sources and work out how conclusions were arrived at.</li> <li>*Consider ways of checking on the accuracy of different interpretations – fact, fiction or opinion.</li> <li>*Be aware that different evidence will lead to different conclusions.</li> <li>*Confidently use different sources for research.</li> </ul>
<b>Historical enquiry</b>	<ul style="list-style-type: none"> <li>*Find answers to simple questions from the past from sources e.g. artefacts.</li> </ul>	<ul style="list-style-type: none"> <li>*Uses sources – observe or handle sources to answer questions about the past based on simple observations.</li> </ul>	<ul style="list-style-type: none"> <li>*Use a range of sources to find out about a period.</li> <li>*Observe small details – artefacts, pictures</li> <li>*Select and record information relevant to the study.</li> <li>*Begin to use the library and internet for research.</li> </ul>	<ul style="list-style-type: none"> <li>*Use evidence to build up a picture of a past event.</li> <li>*Choose relevant material to present a picture of one aspect of a time in the past.</li> <li>*Ask a variety of questions.</li> <li>*Use the library and internet for research.</li> </ul>	<ul style="list-style-type: none"> <li>*Begin to identify primary and secondary sources.</li> <li>*Use evidence to build up a picture of a past event.</li> <li>*Select relevant sections of information.</li> <li>*Use the library and internet for research with</li> </ul>	<ul style="list-style-type: none"> <li>*Recognise primary and secondary sources.</li> <li>*Use a range of sources to find out about an aspect of time.</li> <li>*Suggest omissions and a means of finding out.</li> <li>*Bring knowledge gathered together from several sources into a fluent account.</li> </ul>



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					increasing confidence.	
<b>Organisation and communication</b>	<p>*Communicate their <b>knowledge</b> through:</p> <p>Discussion....            Drawing pictures            Drama/role play            Making models            Writing            Using ICT</p>			<p>*Recall, select and organise historical information.            *Communicate their knowledge and understanding.</p>		<p>*Select and organise information to produce structured work, making appropriate use of dates and terms.</p>