


## Progression of History

	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Chronological understanding</b>	Sequence photographs from different parts of their life. Match objects to people of different ages. Know and recount episodes from their own and others' past, saying why it happened.	Understand the difference between things that happened in the past and the present. Describe things that happened to themselves and other people in the past. Order a set of events or objects. Use a timeline to place important events. Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young.	Understand and use the words past and present when telling others about an event. Recount changes in my own life over time. Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me. Use a timeline to place important events.	Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) and BCE and CE. Use a timeline to place historical events in chronological order. Describe dates of and order significant events from the period studied.	Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) as well as BCE and CE. Order significant events and dates on a timeline. Understand how to read a family tree. Describe the main changes in a period in history.	Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) as well as BCE and CE. Order significant events and dates on a timeline. Understand how to read a family tree. Describe the main changes in a period in history. Look at similarities of cultures during the same period e.g. Mayans and European Culture at the time.	Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) as well as BCE and CE. Order significant events and dates on a timeline. Understand how to read a family tree. Describe the main changes in a period in history. Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain.
<b>Historical enquiry</b>	Use stories to encourage children to distinguish between fact and fiction. Talk about some of the things they have observed, question why things happen and give explanations.	Identify different ways in which the past is represented. Explore events, look at pictures or items and ask questions i.e. "Which things are old and which are new?" or "What were people doing?" Look at objects from the past and ask questions i.e. "What were they used for?" and try to answer.	Identify different ways in which the past is represented. Look at items from the past and think about how they are the same and how they are different to similar things today. Ask questions about the past. Use a wide range of information to answer questions.	Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past. Ask questions and find answers about the past.	Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past. Ask questions and find answers about the past.	Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. Investigate own lines of enquiry by posing questions to answer.	Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. Investigate own lines of enquiry by posing questions to answer.
<b>Historical interpretation.</b>	Answer 'how' and 'why' questions about their experiences and in response to events. Develop their own explanations by connecting ideas and events.	Look at books, videos, photographs, pictures and artefacts to find out about the past.	Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.	Explore the idea that there are different accounts of history.	Look at different versions of the same event in history and identify differences. Know that people in the past represent events or ideas in a way that persuades others.	Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history. Give reasons why there may be different accounts of history. Evaluate evidence to choose the most reliable forms.	Evaluate evidence to choose the most reliable forms. Know that people both in the past have a point of view and that this can affect interpretation. Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.
<b>Knowledge and understanding</b>	Know about similarities and differences between themselves and others, and among families, communities and traditions.  Know the difference between the past and the present in their own and others' lives.	Recall some facts about people/events before living memory. Say why people may have acted the way they did.	Use information to describe the past. Describe the differences between then and now. Look at evidence to give and explain reasons why people in the past may have acted in the way they did. Recount the main events from a significant event in history.	Use evidence to describe the culture and leisure activities from the past. Use evidence to describe the clothes, way of life and actions of people in the past. Use evidence to describe buildings and their uses of people from the past.	Use evidence to describe what was important to people from the past. Use evidence to show how the lives of rich and poor people from the past differed. Describe similarities and differences between people, events and artefacts studied. Describe how some of the	Choose reliable sources of information to find out about the past. Give own reasons why changes may have occurred, backed up by evidence. Describe similarities and differences between some people, events and artefacts studied. Describe how historical	Choose reliable sources of information to find out about the past. Give reasons why changes may have occurred, backed up by evidence. Describe similarities and differences between some people, events and artefacts studied. Describe how

	Back up with evidence from photographs or objects.				things I have studied from the past affect/influence life today	events studied affect/influence life today. Make links between some of the features of past societies. (eg. religion, houses, society, technology.)	some of the things studied from the past affect/influence life today. Make links between some of the features of past societies. (eg. religion, houses, society, technology.)
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