



GORSEWOOD PRIMARY SCHOOL

Progression document - *History*

Year group	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical interpretations	<p>ELG Understanding the world</p> <ul style="list-style-type: none"> • Begin to make sense of their own life story and family's history. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Talk about the lives of people around them and their roles in society. 	<ul style="list-style-type: none"> • Start to compare two versions of a past event. • Observe and use pictures, photographs and artefacts to find out about the past. • Start to use stories or accounts to distinguish between fact and fiction. • Explain that there are different types of evidence and sources that can be used to help represent the past. 		<ul style="list-style-type: none"> • Look at more than two versions of the same event or story in history and identify differences. • Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. 		<ul style="list-style-type: none"> • Find and analyse a wide range of evidence about the past. • Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past. • Consider different ways of checking the accuracy of interpretations of the past. • Start to understand the difference between primary and secondary evidence and the impact of this on reliability. • Show an awareness of the concept of propaganda. • Know that people in the past represent events or ideas in a way that may be to persuade others. • Begin to evaluate the usefulness of different sources. 	
Historical investigations	<ul style="list-style-type: none"> • Know similarities and differences between things in the past and now. • Understand the past through settings, characters and events encountered in books and storytelling. 	<ul style="list-style-type: none"> • Observe or handle evidence to ask simple questions about the past. • Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations. • Choose and select evidence and say how it can be used to find out about the past. 		<ul style="list-style-type: none"> • Use a range of primary and secondary sources to find out about the past. • Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information. • gather more detail from sources such as maps to build up a clearer picture of the past. • Regularly address and sometimes devise own questions to find answers about the past. • Begin to undertake their own research. 		<ul style="list-style-type: none"> • Recognise when they are using primary and secondary sources of information to investigate the past. • Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites • Select relevant sections of information to address historically valid questions and construct detailed, informed response • Investigate their own lines of enquiry by posing historically valid questions to answer. 	

<p>Chronological understanding</p>		<ul style="list-style-type: none"> ● Sequence artefacts and events that are close together in time. ● Order dates from earliest to latest on simple timelines. ● Sequence pictures from different periods. ● Describe memories and changes that have happened in their own lives. ● Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time. 	<ul style="list-style-type: none"> ● Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time. ● Understand that a timeline can be divided into BC (Before Christ) and 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. ● Accurately use dates and terms to describe historical events. ● Understand and describe in some detail the main changes to an aspect in a period in history. ● Understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.
<p>Knowledge and understanding of events, people and changes in the past</p>		<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 that there are reasons why people in the past acted as they did. ● Describe significant individuals from the past. 	<ul style="list-style-type: none"> ● Note key changes over a period of time and be able to give reasons for those changes. ● Find out about the everyday lives of people in time studied compared with our life today. ● Explain how people and events in the past have influenced life today. ● Identify key features, aspects and events of the time studied. ● Describe connections and contrasts between aspects of history, people, events and artefacts studied. 	<ul style="list-style-type: none"> ● Identify and note connections, contrasts and trends over time in the everyday lives of people. ● Use appropriate historical terms such as culture, religious, social, economic and political when describing the past. ● Examine causes and results of great events and the impact these had on people. ● Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.
<p>Presenting, organising and communicating</p>		<ul style="list-style-type: none"> ● 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"> ● Use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms. ● 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. 	<ul style="list-style-type: none"> ● Know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, 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. ● Plan and present a self-directed project or research about the studied period.