

Rosslyn Park Primary and Nursery School: History Progression



	Links to Understanding the World					
	Early Years	Nursery	Reception			
		<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history. • Make sense of the daily and weekly class's timetable. • Make sense of the sequence of events in the school year so far. 	<ul style="list-style-type: none"> • 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. 			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	<ul style="list-style-type: none"> • Sequence events in their life • Sequence 3 or 4 artefacts from distinctly different periods of time • Match objects to people of different ages 	<ul style="list-style-type: none"> • Sequence artefacts closer together in time: check with reference book • Sequence photographs etc from different periods in their lives • Describe memories of key events in lives 	<ul style="list-style-type: none"> • Place the time studies on a 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"> • Place events from period studies on a time line • Use terms related to the period and begin to date events • Understand more complex terms eg BCE, CE 	<ul style="list-style-type: none"> • Know and sequence key events from the time studied • Use relevant terms and period labels • Make comparisons between different times in the past 	<ul style="list-style-type: none"> • Place current study on a time line in relation to other studies • Use relevant dates and terms • Sequence up to 10 events on a time line
Historical knowledge	<ul style="list-style-type: none"> • Recognise the difference between past and present in their own and others' lives • Know and recount episodes from stories about the past 	<ul style="list-style-type: none"> • Recognise why people did things, why events happened and what happened as a result • Identify differences between ways of life at different times 	<ul style="list-style-type: none"> • Find out about the everyday lives of people in the time studied • Compare with our life today • Identify reasons for and results of people's actions • Understand why people might have wanted to do something 	<ul style="list-style-type: none"> • Use evidence to reconstruct life in time studied • Identify key features and events of time studied • Look for links and effects in time studied • Offer a reasonable explanation for some events 	<ul style="list-style-type: none"> • Study different aspects of different people - differences between men and women • Examine causes and results of great events and the impact on people • Compare life in early and late 'times' studied • Compare an aspect of life with the same aspect in another period 	<ul style="list-style-type: none"> • Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings • Compare beliefs and behaviour with another time studied • Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation • Know key dates, characters and events of time studied
Interpretations of history	<ul style="list-style-type: none"> • Use stories to encourage children to distinguish between fact and fiction • Compare adults talking about the past: how reliable are their memories? 	<ul style="list-style-type: none"> • Compare 2 versions of a past event • Compare pictures or photos of people or events in the past • Discuss the reliability of photos/accounts/stories 	<ul style="list-style-type: none"> • Identify and give reasons for different ways in which the past is represented • Distinguish between different sources – compare different versions of the same story • Look at representations of the period – museum, cartoons etc 	<ul style="list-style-type: none"> • Look at the evidence available • Begin to evaluate the usefulness of different sources • Use text books and historical knowledge 	<ul style="list-style-type: none"> • Compare accounts of events from different sources – fact or fiction • Offer some reasons for different versions of events 	<ul style="list-style-type: none"> • Link sources and work out how conclusions were arrived at • Consider ways of checking the accuracy of interpretations – fact or fiction and opinion • Be aware that different evidence will lead to different conclusions • Confidently use collection of books and internet for research

Historical enquiry	<ul style="list-style-type: none"> • Find answers to simple questions about the past from sources of information eg artefacts 	<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 	<ul style="list-style-type: none"> • Use a range of sources to find out about a period • Observe small detail: artefacts, pictures • Select and record information relevant to the study • Begin to use collection of 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 • Ask a variety of questions • Use collection of books 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 • Use collection of books 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 • Suggest omissions and the means of finding out • Bring knowledge gathered from several sources together in a fluent account
Communication	<p>Discussion Visits Drawing and annotating pictures Role play Sorting Making models Timelines Writing</p>		<p>Discussion Visits Drawing and annotating pictures Drama Sorting, Venn diagram Making models Timelines Writing Using information and communication technology</p>		<p>Discussion Visits Drawing and annotating pictures Drama Sorting, Venn diagram Making models Timelines Select and organise information to produce structured work, making appropriate use of dates and terms. Using information and communication technology</p>	