

History Progression Grid

Reception	<p>Understanding the World (People and Communities)</p> <ul style="list-style-type: none"> · I can talk about past and present events in my own life and in the lives of family members. · I know about similarities and differences between themselves and others, and among families, communities and traditions. <p>Understanding the World (The World)</p> <ul style="list-style-type: none"> · I know about similarities and differences in relation to places, objects, materials and living things. · I can talk about the features of their own immediate environment and how environments might vary from one another. <p>ELG's addressed through History: ELG01, ELG02, ELG03, ELG06, ELG07, ELG08, ELG13, ELG14, ELG1</p>				
	Year 1	Year 2	Year 3	Year 4	Year 5
Chronological Understanding	<p>Sequence events in their life.</p> <p>Represent events on a simplistic timeline through pictures and images.</p> <p>Sequence 3 or 4 artefacts from distinctly different periods of time.</p> <p>Match objects to people of different ages.</p>	<p>Sequence artefacts closer together in time and check with a reference book.</p> <p>Sequence photographs etc. from different periods of their life.</p> <p>Order these photos on a timeline.</p> <p>Describe memories of key events in their lives.</p>	<p>Place the time studied on a time line.</p> <p>Use dates and terms related to the study unit and passing of time.</p> <p>Sequence several events or artefacts.</p>	<p>Place events from period studied on time line.</p> <p>Use terms related to the period and begin to date events</p> <p>Understand more complex terms e.g. BC/AD</p>	<p>Know and sequence key events of time studied.</p> <p>Use relevant terms and period labels.</p> <p>Use relevant terms and period labels to draw their own timeline.</p> <p>Make comparisons between different times in the past.</p>

<p>Range and Depth of Historical Knowledge</p>	<p>Recognise the difference between past and present in their own and others' lives.</p> <p>Know and recount episodes from stories about the past.</p>	<p>Recognise why people did things, why events happened and what happened as a result (cause and effect).</p> <p>Identify differences between ways of life at different times.</p>	<p>Find out about everyday lives of people in time studied.</p> <p>Compare with our life today.</p> <p>Identify reasons for and results of people's actions (cause and effect).</p> <p>Understand why people may have wanted to do something.</p>	<p>Use evidence to reconstruct life in time studied.</p> <p>Identify key features and events of time studied.</p> <p>Look for links and effects in time studied.</p> <p>Offer a reasonable explanation for some events.</p>	<p>Study different aspects of different people e.g. differences between men and women.</p> <p>Examine causes and results of great events and the impact on people.</p> <p>Compare life in early and late 'times' studied.</p> <p>Compare an aspect of life with the same aspect in another period.</p>
<p>Interpretations of History (Sources)</p>	<p>Use stories to encourage children to distinguish between fact and fiction. Compare adults talking about the past – how reliable are their memories?</p> <p>Observe carefully simplistic sources e.g. photos/stories</p>	<p>Compare 2 versions of a past event.</p> <p>Compare pictures or photographs of people or events in the past.</p> <p>Discuss reliability of photos/accounts/stories.</p>	<p>Identify and give reasons for different ways in which the past is represented. Distinguish between different sources – compare different versions of the same story.</p> <p>Look at representations of the period.</p>	<p>Look at a range of different sources.</p> <p>Begin to evaluate the usefulness of different sources. Use text books and historical knowledge accurately.</p>	<p>Compare accounts of events from different sources – distinguish between fact or fiction</p> <p>Offer some reasons for different versions of events.</p> <p>Link sources and work out how conclusions were arrived at.</p> <p>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.</p> <p>Be aware that different evidence will lead to different conclusions.</p>

Historical Enquiry	Find answers to simple questions about the past from sources of information e.g. artefacts.	Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.	<p>Use a range of sources to find out about a period.</p> <p>Accurately use the internet for research.</p> <p>Observe small details – artefacts, pictures.</p> <p>Select and record information relevant to the study.</p>	<p>Use evidence to build up a picture of a past event.</p> <p>Choose relevant material to present a picture of one aspect of life in the past.</p> <p>Ask a variety of questions.</p> <p>Answer questions using accurate internet research.</p>	<p>Begin to identify primary and secondary sources.</p> <p>Select relevant sections of information.</p> <p>Use the internet for research with increasing confidence.</p> <p>Use a range of sources to find out about an aspect of time past.</p> <p>Compare and question the validity of a range of sources.</p>
Organisation and	<p>Communicate their knowledge through:</p> <p>Discussion....</p> <p>Drawing pictures...</p> <p>Drama/role play..</p> <p>Making models.....</p> <p>Writing..</p> <p>Using ICT...</p>		<p>Recall, select and organise historical information.</p> <p>Communicate their knowledge and understanding.</p>	<p>Select and organise information to produce structured work, making appropriate use of dates and terms.</p>	