

History - Progression
Pontesbury Primary School
Subject Leaders: C Pope

Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6						
Finding Out About the Past (Enquiry)	-Talk about past and present events in their own life and lives of family members. -Know the difference between past and present events in their life. -With some adult input, can give some simple reasons why life may have been different in the past.	-Talk about and share their own experiences of the past and present. -Talk about and describe artefacts from the past and present and what they tell us with some teacher input. -Give some examples about why our locality (Shropshire and Pontesbury) may have been different in the past.	-Compare aspects of the present with the past and describe simple similarities and differences. -Give reasons for and describe changes that have taken place within living memory. (linked to national life) -Use simple teacher found sources to find out more about the past e.g. photos, artefacts, drawings, diaries and talk about what information they give us.	-Use simple sources of information such as artefacts, photos and books to answer simple questions about the past. -Use key evidence to support judgements and reasoning made about aspects of the past. -Ask and answer questions about an archaeological site.	-Use a range of information to ask and answer questions about the past. -Use interpretations, pictures and written sources to build a picture about the past. -Give reasons why peoples account of the same event may be different. -Talk about sources of information that contain negative views and accounts.	-Answer questions about the past selecting information from a wide range of sources. -Identify different ways in which people have represented and interpreted the past. -Talk about and give reasons for an event being interpreted in a range of different ways by varying people. -Give reasons for negative views and accounts in written sources of information.	-Select, combine and present information from more than one source. -Make a reasoned judgement about the validity of the different representations of the past. -Recognise some of the strengths and limitations in terms of archaeological evidence. -Give reasons about why some written sources may give a negative view or account. Identify how and why contrasting arguments and interpretations of the past have been constructed.						
Finding Out About the Past (Chronology)	-Use some simple terms relating to time in the present, e.g. now, later, before etc. -Talk about own life and those of people they know. -Sort common objects/items into old and new.	-Use simple everyday terms to describe the passing of time, e.g. new and old, now and then etc. -Place objects and events within experience, in time order.	-Talk about events, places and people beyond living memory. (National or Global) -Use historical terms to describe the passage of time, e.g. modern, recent, long ago, older etc. -Place taught objects, people and events beyond own experiences (within one topic) in time order.	-Talk with increasing accuracy and detail about events, places and people beyond living memory. -Use an increasing range of historical terms to describe the passage of time, e.g. modern, recent, long ago, older etc. -Place a range of objects, people and events beyond own experiences in time order.	-Use dates and historical terms to describe historical periods, e.g. The Romans, Vikings etc. -Describe how the past has been divided into different periods of time. Use the terms BC and AD to locate dates of invasion and occupation. -Explain reasons for placing objects, people and events in a particular order.	-Describe the key characteristics and features of a range of different periods of history. -Describe changes that have taken place within and across historical periods. -Use historical terms effectively to describe periods within history. -Place civilisations and events on a timeline showing an understanding of the terms BC and AD.	-Compare and contrast features of historical periods (Local, British and World) identifying similarities and differences. -Describe and analyse the impact of change within and between periods in the past. -Select and organise information making accurate and effective use of dates and terminology when analysing and evaluating historical periods.						
Historical Events	-Talk about events in my life and the lives of people I know.	-Talk about taught events in the past beyond living memory.	-Talk about events and the lives of people beyond living memory. (Local- Charles Darwin, national- Great Fire of London and International- Neil Armstrong) -Discuss how these events may have changed the way people lived.	-Talk about and describe, in simple terms features of key events and people in the past. -Compare similar events from the present and past. -Talk and write about the impact of events on the lives of the people of the time.	-Describe features of historical events beyond living memory. -Identify common themes and features across different events in time, e.g. expansion of empire, war... -Explain and give reasons for events in the present and past. -Talk about how events may have impacted the way they lived in the past but also how we live today.	-Describe a range of different features of key historical events. -Compare and contrast events from different historical periods, e.g. Roman Invasion, Tudors, etc. -Talk about the impact of events on different groups within society at that time (perspective).	-Describe features of past events and make links between them, drawing contrasts and similar trends throughout different time periods. -Interpret and evaluate a key historical event from more than one perspective or viewpoint. -Support evaluations with a range of evidence from a range of sources.						
Lifestyles of People in the Past	-Talk about and describe my home and the way I live, e.g. day to day life, things I do, my house, my family etc.	-Talk about the life of people in the past in relation to their current topic (toys, Tudor Shropshire or Pontesbury in the Past).	-Talk about similarities and differences between my life and that of others in the past. -Give simple reasons as to why peoples lives in the past were similar or different to ours today.	-Talk about and describe the home and the way people lived, e.g. day to day life, things they did, their house, their family etc. -Describe and give reasons for similarities and differences between the lives of people in different time periods and cultures. -Describe the changes and differences	-Compare and contrast the ways of life of people from different historical periods. -Compare and describe features of life now and in the past beyond living memory. -Describe and give reasons for the changes and differences in lifestyle in the past and present.	-Identify and describe features and characteristics of past societies. -Compare and describe the characteristics of a range of significant groups from the past, e.g. Romans, Anglo-Saxons, etc. -Compare and analyse the factors that caused change in the past. -Talk about the impact of change on past societies, e.g. migration on economic grounds, displacement	-Describe and make links between a range of past societies. -Analyse and give reasons for the characteristics of a range of significant groups from the past, e.g. Vikings, WW1 & WW2, etc. -Describe and give reasons for the beliefs held by different societies in the past. -Compare and contrast the distinctive features of past societies.						
Significant Historical People	-Talk about important people in my life and those of people I know.	-Talk about significant people in relation to their current topic (e.g. Henry VIII)	-Talk about important people beyond living memory using a range of historical vocabulary. (e.g. Local/National- Charles Darwin and International- Mary Seacole achievements)	-Talk about and describe the actions of and events in the life of a well-known historical person. -Describe key events in their life from a range of sources of information.	-Use a range of sources of information to find out about a significant historical person from a historical period. -Identify and describe key events in their life from a range of sources of information. -Talk about and give reasons for the actions of, and events in the life of a well-known historical person.	-Use a range of sources of information to find out about significant historical people from a key historical period. -Compare and contrast a range of information about a significant historical person.	-Use a wide range of evidence to compare and analyse the lives of significant historical people from the same historical period. -Use a wide range of evidence to compare and analyse the lives of significant historical people from different historical periods. -Use appropriate evidence sources to identify how people's lives have been shaped by people and events.						
	EYFS	KS1		LKS2			UKS2						
Historical Questioning	Which is old? Which is new? Why do you think it is old/new? What does it look like?	<u>Chronological & Historical Change</u> Which comes first? Which comes next? Which comes after? Which comes at the end? Which comes last? Which comes before? Which is the oldest? Which is the most recent? What is the same/different in these pictures? What is this like today? What has changed? In what ways have these things changed?	<u>Causation</u> What does this picture/object/song tell us about the time it is from? Do these pictures show us the same things about as those stories? Do we know for certain how happened? How many versions of do we have?	<u>Historical Interpretation</u> What does this picture/object/song tell us about the time it is from? Do these pictures show us the same things about as those stories? Do we know for certain how happened? How many versions of do we have?	<u>Historical Enquiry</u> What does this source tell us? What does this feel/smell/taste like? Is it heavy? What colour/size/shape is it?	<u>Chronological & Historical Change</u> What order did this happen in? When did this happen? What is the period we are studying called? How long did this last? What do we call this period? How does this period fit into the past? How long ago was this? Who was the first ruler? When did this person live? Which century did this take place in? In what ways were things similar/different between this period and that one? What changes have taken place between and? How are things in ... the same as things in? How did this change affect different people in different ways?	<u>Causation</u> What were the reasons for this situation? What were the reasons for this event? What were the reasons for this change? What were the results of this situation? What were the results of this event? What were the results of this change?	<u>Historical Interpretation</u> How do these interpretations differ? Why are these interpretations different? What evidence did the writer use to write his story of? Who was the writer/artist making this for? From what you already know about, do you think this is a good explanation?	<u>Historical Enquiry</u> What can we work out from this source(s)? Who might have made/used it/them? What might it/they have been used for? What does it/they tell us about the people of the time it/they was/were made? Do/does it/they help me with trying to find out about?	<u>Chronological & Historical Change</u> How did these things change over time? Why did these things happen in the way they did? When did the most significant changes take place? How are these changes similar/different? Have things always improved in this area? Was this a time of gradual or dramatic change in people's lives? What significance did these changes have on the local/national/international scenes? Did these changes affect people's lives for the better or the worse? What continuity was there between and ?	<u>Causation</u> How do these causes link together? How did these various causes work together to make this happen? Which causes were working over a long period of time? What were the immediate causes of this event? How did these outcomes develop from this event/change? Which of these causes is the most plausible? How and why have explanations of this event changed over time? What was the most important cause/outcome of this event?	<u>Historical Interpretation</u> How much imagination has the author used to produce this account? Which parts of this interpretation are firmly based on historical evidence? What is the background of the writer of these accounts? How does the intended audience of these interpretations affect the validity of what is said? Given what we know about the author, how far can we trust what he/she says?	<u>Historical Enquiry</u> How useful are these sources? Do these sources help me find out what really happened? Are some sources more useful than others to me? How reliable is this source? Does the background information on the author make this source more/less reliable? Do the circumstances in which this source was produced make it more/less useful? Are some parts of the source more useful/reliable than others? Putting all these sources together do you have enough evidence to reach a firm conclusion?

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