



Misterton Primary and Nursery School - Progression In History

Key Areas	Reception	Year 1 and 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	Know that a story is not about now. Know how to talk about "When I was a baby" Know about time passing through birthdays	Know how to sequence 3 or 4 artefacts from distinctly different periods of time Know how to use simple timelines to order some recent events Know how to sequence events in their own life Know how to sequence artefacts closer together in time Know how to sequence photographs etc. from different periods of their life Know how to describe memories from key events in lives	Know how to place the time studied on a time line Know how to use dates and terms related to the study unit and passing of time Know how to sequence several events or artefacts	Know how to place events from period studied on time line Know how to use terms related to the period and begin to date events Understand more complex terms e.g. BC/AD	Know and sequence key events of time studied Know how to use relevant terms and period labels Know how to make comparisons between different times in the past	Place current study on time line in relation to other studies Use relevant dates and terms Sequence up to 10 events on a time line
Range and depth of Knowledge	Know that other children don't always enjoy the same things, and are sensitive to this.	Know the main events and people studied in a topic Know how to use simple words and phrases to describe the past-after, before, between Know how to recognise why people did things, why events happened and what happened as a result	Know how to find out about everyday lives of people in time studied	Know how to use evidence to reconstruct life in time studied	Study different aspects of different people - differences between men and women	Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings



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Range and depth of Knowledge Cont.	Know about similarities and differences between themselves and others, and among families, communities and traditions. Know things occur, and talk about changes	Know how to identify differences between ways of life at different times	Know how to compare with our life today Know how to identify reasons for and results of people's actions Understand why people may have wanted to do something	Know how to identify key features and events of time studied Know how to look for links and effects in time studied Know how to offer a reasonable explanation for some events	Know how to examine causes and results of great events and the impact on people Know how to compare life in early and late 'times' studied Know how to compare an aspect of life with the same aspect in another period	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	Know how to talk about past and present events in their own lives and in the lives of family members.	Use stories to encourage distinction between fact and fiction Know how to	Identify and give reasons for different ways in which the past is represented	Look at the evidence available	Know how to compare accounts of events from different sources – fact or fiction	Know how to link sources and work out how conclusions were arrived at



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Interpretations of History Cont.	Listen to stories from the past.	compare adults talking about the past- consider how reliable are their memories. Know how to compare two versions of a past event Know how to compare pictures of people or events in the past Discuss reliability of photos accounts stories	Know how to distinguish between different sources – compare different versions of the same story Look at representations of the period – museum, cartoons etc.	Begin to know how to evaluate the usefulness of different sources Know how to use text books and historical knowledge	Know how to offer some reasons for different versions of events	Know how to consider ways of checking the accuracy of interpretations – fact or fiction and opinion Be aware that different evidence will lead to different conclusions Explain their understanding of propaganda
Historical Enquiry	Know how to answer ‘how’ and ‘why’ questions about their experiences and in response to stories and events.	Know how to identify some differences between past and present Know how to identify old and new from pictures Know how to use stories as sources for answering questions about the past Know how to observe and handle artefacts and use these	Know how to use a range of sources to find out about a period Know how to observe small details – artefacts, pictures	Use evidence to build up a picture of a past event Choose relevant material to present a picture	Begin to identify primary and secondary sources Use evidence to build up a picture of a past event	Know how to recognise primary and secondary sources Know how to use a range of sources to find out about an



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Historical Enquiry Cont.		to ask and answer questions about the past Know how to use a source Know how to handle sources to answer questions about the past	Know how to select and record information relevant to the study Begin to know how to use the library and internet for research	of one aspect of life in time past Ask a variety of questions Know how to use the library and internet for research	Select relevant sections of information Know how to use the library and internet for research with increasing confidence	aspect of time past Suggest omissions and the means of finding out Bring knowledge gathered from several sources together in a fluent account
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