



Wesley Methodist Primary School History progression document

	Chronological understanding	Build an overview of world history	Investigate and interpret the past	Organisation and communication
EYFS	<ul style="list-style-type: none"> • Know the difference between long ago and now. • Compare modern and old objects • Know that 'my life' is different from the lives of people in the past • Talk about past and present events in own life and lives of family members 	<ul style="list-style-type: none"> • Begin to make some accurate comparisons between modern and old objects. • Describe why something happened in the past or how they know. • Begin to recognise significant people and events from the past. 	<ul style="list-style-type: none"> • Compare and contrast characters from stories, including figures from the past • Talk about the lives of people around them and their roles in society • Know some similarities and differences between things in the past and now, drawing on their experiences from what has been read in class 	<ul style="list-style-type: none"> • Use simple terms to talk about the passing of time. • Comment on images of familiar situations in the past. • Find answers to simple questions from writing or a picture.
Year 1	<ul style="list-style-type: none"> • Sequence events and photographs from their own lives. • Recount changes of key events in their lives. • Develop a simple awareness of the past. • Place events and artefacts in order on a simple timeline 	<ul style="list-style-type: none"> • Recognise the difference between past and present in their own life and the lives of others and why people acted the way they did. • Describe key historical events. • Talk about simple similarities and 	<ul style="list-style-type: none"> • Use stories to encourage children to distinguish between fact and fiction and to help them remember key Historical facts. • Talk about simple ways in which the past is represented e.g. paintings, photos, online 	<ul style="list-style-type: none"> • Communicate their knowledge through discussion, drawing, drama and role play, making models and writing. • Show an understanding of the concept of nation and nation's history.

	<ul style="list-style-type: none"> Label time lines with words or phrases such as : past, present, older and newer. 	<p>differences between life at different times.</p> <ul style="list-style-type: none"> Describe significant people or events from the past. 	<p>sources, databases and artefacts.</p> <ul style="list-style-type: none"> Find answers to simple questions about the past from sources of information e.g. artefacts. Ask and answer simple Historical questions such as: What was it like for people? What happened? How long ago? 	<ul style="list-style-type: none"> Use simple terms to talk about the passing of time; using appropriate vocabulary <p><i>Then, now, after, before, a long time ago, recently, when my parents/carers were children before I was born.</i></p>
Year 2	<ul style="list-style-type: none"> Sequence artefacts from similar time periods Describe memories of key events in lives. Place events on a simple timeline identifying key dates. Label time lines with words or phrases such as: past, present, older and newer. 	<ul style="list-style-type: none"> Recognise why people did things, why events happened and what happened as a result. Talk about similarities and differences between ways of life in different periods. Describe historical events 	<ul style="list-style-type: none"> Compare pictures or photographs of people or events in the past. Identify ways that the past is represented e.g. photos, databases, online sources, paintings, accounts, stories. Use stories to encourage children to distinguish between fact and fiction and to help them remember key Historical facts. Handle sources and evidence to ask and answer questions about the past on the basis of simple observations. 	<ul style="list-style-type: none"> Communicate their knowledge through discussion, drawing, drama and role play, making models and writing. Show an understanding of the concept of nation and nation’s history. Use simple terms to talk about the passing of time. using appropriate vocabulary <p><i>Then, now, after, before, a long time ago, recently, year, decade, centuries when my parents/carers were children before I was born.</i></p> <ul style="list-style-type: none"> Show an understanding of concepts such as

			<ul style="list-style-type: none"> Ask and answer appropriate Historical questions, using their growing Historical knowledge. 	civilisations, monarchy, parliament, democracy and war and peace.
Year 3	<ul style="list-style-type: none"> To use both AD and BC on a timeline. Place events and artefacts of history with the given dates. Begin to develop a chronologically secure knowledge and understanding of British, local and World History, establishing clear narratives within and across the periods studied. Understand the concept of change over time, representing this, along with evidence, on a timeline. Use dates and terms to describe events. 	<ul style="list-style-type: none"> Identify reasons for and results of people's actions. Give an overview of life in Britain. Compare some of the times studied with those of other areas of interest around the world. Describe changes that have happened in the locality of the school throughout history. Describe the characteristic features of the past, including ideas and beliefs. To be introduced to the social, ethnic, cultural or religious diversity of past society. 	<ul style="list-style-type: none"> Identify and give reasons for the different ways in which the past is represented. Distinguish between different sources to gain a more accurate understanding of history. Note connections in Historical periods studied and suggest suitable sources of evidence. Use a range of media and own growing Historical knowledge to gain a better perspective. Use a range of sources to find out about a period. Observe small details – artefacts, pictures. Select and record information relevant to the study. Use evidence to ask questions and find answers to questions about the past. 	<ul style="list-style-type: none"> Communicate their knowledge through discussion, pictures, drama and role play, making models, writing and ICT. Begin to construct own responses that involve thoughtful selection and organisation of relevant Historical information. Use accurate historical vocabulary to communicate, including: dates, time period, era, change and chronology.

			<ul style="list-style-type: none"> Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. 	
Year 4	<ul style="list-style-type: none"> To use both AD and BC on a timeline and order the events of history with the given dates and previously studied topics. Continue to develop a chronologically secure knowledge and understanding of British, local and World History, establishing clear narratives within and across the periods studied. Place events, artefacts and historical figures on a timeline using dates. Understand the concept of change over time, representing this, along with evidence, on a time line. Use dates and terms to describe events. 	<ul style="list-style-type: none"> Describe changes that have happened in the locality of the school throughout history. Compare and contrast with our life today. Identify reasons for and results of people's actions. Describe the social, ethnic, cultural or religious diversity of past society. Offer a reasonable explanation for some events. Give a broad overview of life in Britain. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 	<ul style="list-style-type: none"> Begin to evaluate the usefulness of different sources and use suitable sources for historical enquires. Use a range of media and own growing Historical knowledge to gain a better perspective. Note connections and cause and effect in Historical periods studied. Look at representations of the period e.g. Museum. Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. Use more than one source of evidence for historical enquiry to gain a more accurate understanding of history.. 	<ul style="list-style-type: none"> Communicate their knowledge through discussion, pictures, drama and role play, making models, writing and ICT. Construct own responses beginning to select and organise relevant Historical information. Use accurate historical vocabulary to communicate, including: dates, time period, era, change and chronology.

			<ul style="list-style-type: none"> • Answer and begin to devise own historically valid questions. • Suggest causes and consequences of some of the main events and changes in history. 	
Year 5	<ul style="list-style-type: none"> • To understand that events in History can overlap in terms of time and represent them along with evidence on a time line. • Describe the changes in a period of history (using terms such as : social, religious , political, technological and cultural) • Begin to create parallel time lines for time periods taught. • Make comparisons between different times in the past with a focus on periods of rapid change and then contrast with times of relatively little change. • Develop a deeper and advanced chronologically secure knowledge and understanding of British, local and World History, establishing clear narratives 	<ul style="list-style-type: none"> • Begin to examine causes and results of great events and the impact on people. • Compare some of the times studied with those of the other areas of interest around the world. • Study different aspects of people within the same time period. • Identify continuity and change in the history of the locality of the school. • Give an overview of life in Britain and some events from the rest of the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of 	<ul style="list-style-type: none"> • Compare different accounts of events from different sources – fact or fiction. • Use sources of evidence to deduce information about the past. • Offer some reasons for different versions of events. • Show a knowledge and understanding of connections in Historical periods studied. • Use a range of sources to build evidence to build up a picture of a past event. • Select relevant sections of information. • Answer and devise own historically valid questions about change, cause, similarity and difference and significance. 	<ul style="list-style-type: none"> • Recall, select and organise historical information. • Construct informed responses that involve thoughtful selection and organisation of relevant Historical information. Communicate their knowledge and understanding through discussion, drawing pictures, drama and role play, making models, writing and ICT. • Use Historically accurate terms to talk about the passing of time, including: dates, time period, era, chronology, continuity, change, century, decade and legacy.

	<p>within and across the periods studied.</p> <ul style="list-style-type: none"> • Use dates and terms accurately in describing events. 	<p>the past, including ideas, beliefs, attitudes and experiences of men , women and children.</p>	<ul style="list-style-type: none"> • Show an awareness of the concepts of propaganda and how historians must understand the social context of evidence studied. • Refine lines of enquiry as appropriate. 	
<p>Year 6</p>	<ul style="list-style-type: none"> • To understand that events in History can overlap in terms of time and represent them along with evidence on a time line. • Describe the main changes in a period of history (using terms such as : social, religious , political, technological and cultural) • Sequence previously studied topic on a timeline to gain greater Historical perspective. • Develop a deeper and advanced chronologically secure knowledge and understanding of British, local and World History, establishing clear narratives within and across the periods studied. 	<ul style="list-style-type: none"> • Know key dates, characters and events of time studied. • Examine causes and results of great events and the impact on people. • Give a broad overview of life in Britain and some events from the rest of the world. • Identify continuity and change in the history of the locality of the school. • Comprehensively compare and contrast an aspect of life with the same aspect in another period. • Study different aspects of people within the same time period. 	<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 and that no single sources of evidence gives the full answer to questions about the past. • Recognise a range of sources and use them to hypothesise about the past. • Bring knowledge gathered from several sources together in a fluent account. 	<ul style="list-style-type: none"> • Construct informed responses that involve thoughtful selection and organisation of relevant Historical information. • Communicate their knowledge and understanding through discussion, drawing pictures, drama and role play, making models, writing and ICT. • Select and organise information to produce structured work, making appropriate use of dates and terms. • Use Historically accurate terms to talk about the passing of time, including: dates, time period, era, chronology, continuity, change,

	<ul style="list-style-type: none">• Use dates and terms accurately in describing events.	<ul style="list-style-type: none">• Describe the social, ethnic, cultural or religious diversity of past society.• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	<ul style="list-style-type: none">• Answer and devise own historically valid questions about change, cause, similarity and difference and significance.• Refine lines of enquiry as appropriate.	century, decade and legacy.
--	--	---	---	-----------------------------