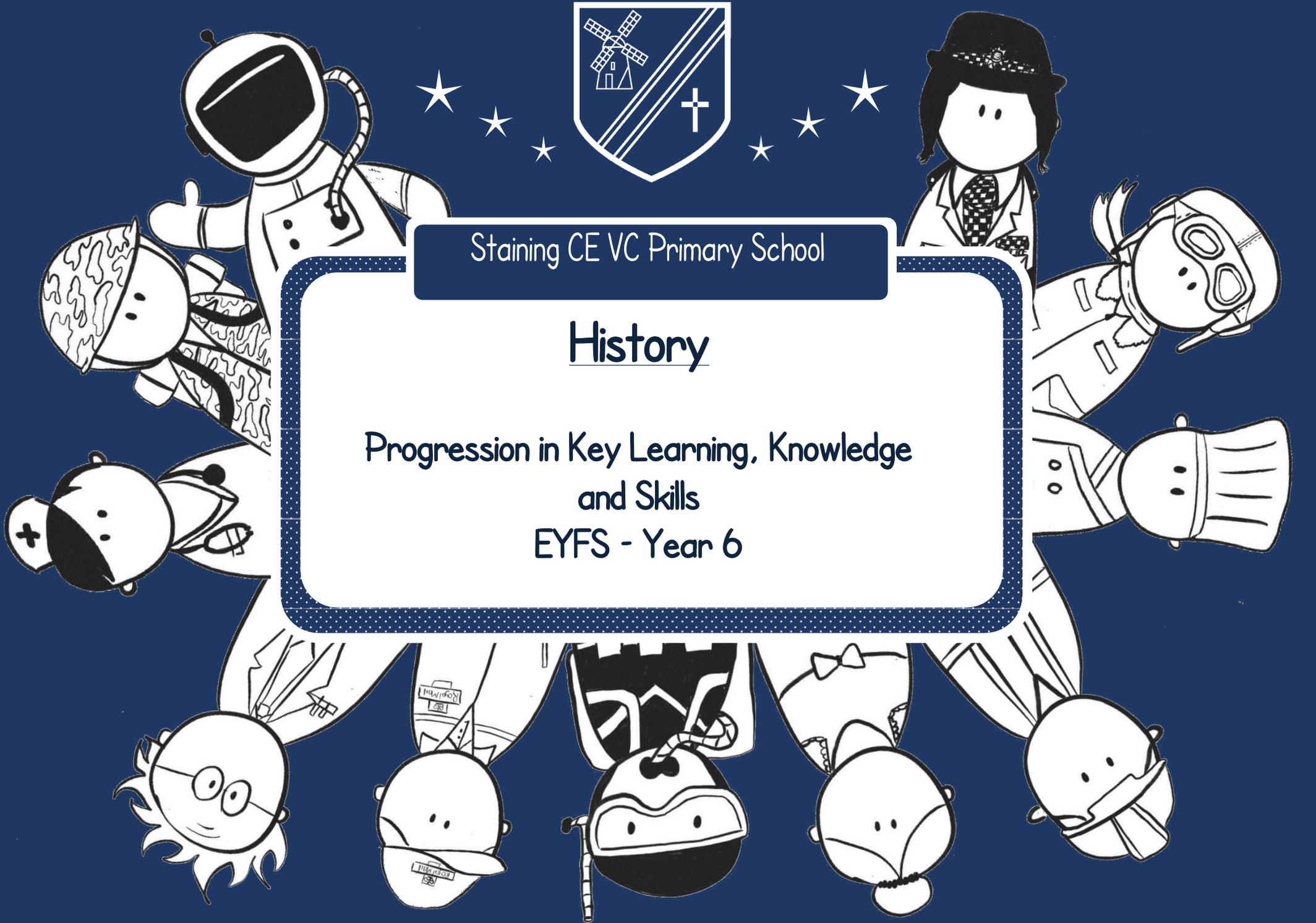




Staining CE VC Primary School

History

Progression in Key Learning, Knowledge
and Skills
EYFS - Year 6



	3-4 year olds	Reception	ELG
EYFS	<p>Understanding the world</p> <ul style="list-style-type: none"> ▪ Talk about what they see, using a wide vocabulary. ▪ Begin to make sense of their own life-story and family's history. ▪ Show interest in different occupations. ▪ Continue developing positive attitudes about the differences between people. <p>C&L</p> <ul style="list-style-type: none"> ▪ Enjoy listening to longer stories and can remember much of what happens. ▪ Use a wider range of vocabulary. ▪ Understand 'why' questions ▪ Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. 	<p>Understanding the world</p> <ul style="list-style-type: none"> ▪ Talk about members of their immediate family and community. ▪ Name and describe people who are familiar to them. ▪ Comment on images of familiar situations in the past. ▪ Compare and contrast characters from stories, including figures from the past. ▪ Recognise that people have different beliefs and celebrate special times in different ways. <p>C&L</p> <ul style="list-style-type: none"> ▪ Understand how to listen carefully and why listening is important. ▪ Learn new vocabulary. ▪ Use new vocabulary through the day. ▪ Ask questions to find out more and to check they understand what has been said to them. ▪ Articulate their ideas and thoughts in well-formed sentences. ▪ Describe events in some detail. ▪ Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. ▪ Listen to and talk about stories to build familiarity and understanding. ▪ Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. ▪ Use new vocabulary in different contexts. 	<p>Understanding the world</p> <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. ▪ Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. <p>C&L</p> <ul style="list-style-type: none"> ▪ Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. ▪ Make comments about what they have heard and ask questions to clarify their understanding. ▪ Hold conversation when engaged in back-and-forth exchanges with their teacher and peers ▪ Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. ▪ Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. ▪ Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

	Chronology	Events, People and changes	Communication	Enquiry, Interpretation and Using Sources
Year 1 and 2	<p>Show their emerging knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> ▪ Recognising the distinction between past and present. ▪ Identifying some similarities and differences between their own present and aspects of the past. ▪ Place a few events and objects in order by using common phrases to show the passing of time (old, new/young, days and months). <p>Show their developing knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> ▪ Recognising the distinction between present and past in their own and other people's lives. ▪ Identifying some similarities and differences between ways of life in different periods. ▪ Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past...). 	<ul style="list-style-type: none"> ▪ To tell the difference between past and present in their own and other people's lives by using and making simple comparisons to parts of stories, and features of events. ▪ Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied. ▪ Use simple stories and other sources to show that they know and understand key features of events. 	<ul style="list-style-type: none"> ▪ Understand and use simple historical concepts such as now/then and same/different. ▪ To show what they know and understand about the past in different ways (speaking, role-play, drawing and writing). ▪ Understand historical concepts and use them to make simple connections and draw contrasts. 	<ul style="list-style-type: none"> ▪ Use sources to answer simple questions about the past. ▪ Ask and answer questions about the past through observing and handling a range of sources, such as objects, pictures, people talking about their past, buildings, written sources. ▪ Identify some of the basic ways the past can be represented. ▪ To begin to understand the reasons why people in the past acted as they did from a range of sources (pictures, plays, films, written accounts, songs, museum displays, stories).
1	<p>Show their emerging knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> ▪ Recognising the distinction between past and present. ▪ Identifying some similarities and differences between their own present and aspects of the past. ▪ Place a few events and objects in order by using common phrases to show the passing of time (old, new/young, days and months). 	<ul style="list-style-type: none"> ▪ To tell the difference between past and present in their own and other people's lives by using and making simple comparisons to parts of stories, and features of events. ▪ Use simple stories and other sources to show that they know and understand key features of events. 	<ul style="list-style-type: none"> ▪ Understand and use simple historical concepts such as now/then and same/different. ▪ To show what they know and understand about the past in different ways (speaking, role-play, drawing and writing). ▪ Understand historical concepts and use them to make simple connections and draw contrasts. 	<ul style="list-style-type: none"> ▪ Use sources to answer simple questions about the past. ▪ Ask and answer questions about the past through observing and handling a range of sources, such as objects, pictures, people talking about their past, buildings, written sources. ▪ Identify some of the basic ways the past can be represented.
2	<p>Show their developing knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> ▪ Recognising the distinction between present and past in their own and other people's lives. ▪ Identifying some similarities and differences between ways of life in different periods. ▪ Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past...). 	<ul style="list-style-type: none"> ▪ Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied. ▪ Use simple stories and other sources to show that they know and understand key features of events. 	<ul style="list-style-type: none"> ▪ Understand and use simple historical concepts such as now/then and same/different. ▪ To show what they know and understand about the past in different ways (speaking, role-play, drawing and writing). ▪ Understand historical concepts and use them to make simple connections and draw contrasts. 	<ul style="list-style-type: none"> ▪ Use sources to answer simple questions about the past. ▪ Ask and answer questions about the past through observing and handling a range of sources, such as objects, pictures, people talking about their past, buildings, written sources. ▪ Identify some of the basic ways the past can be represented. ▪ To begin to understand the reasons why people in the past acted as they did from a range of sources (pictures, plays, films, written accounts, songs, museum displays, stories).

	Chronology	Events, People and changes	Communication	Enquiry, Interpretation and Using Sources
Year 3 and 4	<p>Show their increasing knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> Using specialist dates and terms, and by placing topics studied into different periods (century, decade, Roman, Egyptian, BC, AD...). Making some links between and across periods, such as the differences between clothes, food, buildings or transport. Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time. 	<p>Be able to describe some of the main events, people and periods they have studied by:</p> <ul style="list-style-type: none"> Understanding some of the ways in which people's lives have shaped this nation. Describing how Britain has influenced and been influenced by the wider world. Understanding some significant aspects of history - nature of ancient civilisations; expansion of empires; characteristic features of non-European societies; achievements and follies of mankind. 	<ul style="list-style-type: none"> Construct informed responses that involve thoughtful selection and organisation of relevant historical information. When doing this they should use specialist terms like settlement, invasion and vocabulary linked to chronology. Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. 	<ul style="list-style-type: none"> Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past. Use some sources to start devising historically valid questions about change, cause, similarity and difference, and significance. Understand some of the methods of historical enquiry, how evidence is used to make historical claims. Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event may exist (artist's pictures, museum displays, written sources). Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this.
3	<p>Show their increasing knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> Using specialist dates and terms, and by placing topics studied into different periods (century, decade, Roman, Egyptian, BC, AD...). Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time. 	<p>Be able to describe some of the main events, people and periods they have studied by:</p> <ul style="list-style-type: none"> Understanding some of the ways in which people's lives have shaped this nation. Describing how Britain has influenced and been influenced by the wider world. Understanding some significant aspects of history - nature of ancient civilisations; expansion of empires; characteristic features of non-European societies; achievements and follies of mankind. 	<ul style="list-style-type: none"> Construct informed responses that involve thoughtful selection and organisation of relevant historical information. When doing this they should use specialist terms like settlement, invasion and vocabulary linked to chronology. Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. 	<ul style="list-style-type: none"> Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past. Use some sources to start devising historically valid questions about change, cause, similarity and difference, and significance. Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event may exist (artist's pictures, museum displays, written sources). Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this.
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Year 5 and 6	<p>Show their chronologically secure knowledge by:</p> <ul style="list-style-type: none"> Sequencing events and periods through the use of appropriate terms relating to the passing of time (empire, civilisation, parliament, peasantry...). Identifying where periods studied fit into a chronological framework by noting connections, trends and contrasts over time. Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day. In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts (propaganda, bias, primary source, secondary source, reliability...). Analyse connections, trends and contrasts over time. 	<p>Show their knowledge and understanding of local, national and international history by:</p> <ul style="list-style-type: none"> Understanding significant aspects of history - nature of ancient civilisations; expansion and dissolution of empires; characteristic features of non-European societies; achievements and follies of mankind. Gaining historical perspective by placing their growing knowledge into different contexts...between cultural, economic, military, political religious and social history. Establishing a narrative showing connections and trends within and across periods of study. Begin to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes. Presenting a clear narrative within and across periods that notes connections, contrasts and trends over time. 	<ul style="list-style-type: none"> Produce structured work that makes connections, draws contrasts, analyses trends, frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. Produce detailed structured work to select and deploy information and make appropriate use of historical terminology and contrasting evidence. 	<ul style="list-style-type: none"> Understand the methods of historical enquiry, how evidence is used to make historical claims, and begin to discern how and why contrasting arguments and interpretations of the past have been constructed. Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. Begin to evaluate sources to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed, and establish evidence for particular enquiries. Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this. Begin to recognise why some events, people and changes might be judged as more historically significant than others.
5	<p>Show their chronologically secure knowledge by:</p> <ul style="list-style-type: none"> Sequencing events and periods through the use of appropriate terms relating to the passing of time (empire, civilisation, parliament, peasantry...). Identifying where periods studied fit into a chronological framework by noting connections, trends and contrasts over time. Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day. In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts (propaganda, bias, primary source, secondary source, reliability...). Analyse connections, trends and contrasts over time. 	<p>Show their knowledge and understanding of local, national and international history by:</p> <ul style="list-style-type: none"> Understanding significant aspects of history - nature of ancient civilisations; expansion and dissolution of empires; characteristic features of non-European societies; achievements and follies of mankind. Gaining historical perspective by placing their growing knowledge into different contexts...between cultural, economic, military, political religious and social history. Begin to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes. Establishing a narrative showing connections and trends within and across periods of study. 	<ul style="list-style-type: none"> Produce structured work that makes connections, draws contrasts, analyses trends, frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. Produce detailed structured work to select and deploy information and make appropriate use of historical terminology and contrasting evidence. 	<ul style="list-style-type: none"> Understand the methods of historical enquiry, how evidence is used to make historical claims, and begin to discern how and why contrasting arguments and interpretations of the past have been constructed. Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. Begin to evaluate sources to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed, and establish evidence for particular enquiries. Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this. Begin to recognise why some events, people and changes might be judged as more historically significant than others.
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