



History progression at St Mawes Primary

	EYFS	Year 1	Year 2	Year 3/4	Year 5/6
Chronological understanding	<p>Talk about and share experiences of the past and present.</p> <p>Talk about and describe artefacts from the past and present.</p> <p>Use simple everyday terms to describe the passing of time, e.g. new and old, now and then etc.</p> <p>Place objects and events within experience, in time order.</p>	<p>Sequence events in their life.</p> <p>Understand time in terms of days, weeks and years.</p> <p>Know there is a past to explore and you can talk to people about past experiences.</p> <p>Sequence artefacts such as toy, from distinctly different periods of time.</p>	<p>Sequence artefacts closer together in time and check with reference book and explain their Decisions.</p> <p>Sequence photographs from different periods of their life and discuss how things change over time.</p> <p>Describe memories of key events in lives and compare that to the experiences of older people.</p>	<p>Place events from period studied on timeline and on the British timeline.</p> <p>Use terms related to the period and begin to date events.</p> <p>Sequence several events or artefacts.</p> <p>Understand terms such as BC/AD, Century, decade, millennium, era</p>	<p>Use relevant terms and period labels.</p> <p>Make comparisons between different times in the past and understand key periods such as Pre-history, Ancient, Medieval, Tudor, Victorian and Modern times</p> <p>Place current study on timeline in relation to other studies.</p> <p>Use relevant dates and terms Sequence up to 10 events on a timeline.</p>

<p>Range and depth of historical knowledge</p>	<p>Talk about events in my life and the lives of people I know.</p>	<p>Learn about the past of their parents and grandparents through the toy project Learn about the Victorian era</p>	<p>Recognise why people did things, why events happened and what happened as a result Identify differences between ways of life at different times.</p> <p>Learn about key figures and events such as the Great Fire of London and Grace Darling</p>	<p>Use evidence to reconstruct life in time studied.</p> <p>Identify and remember key features and events of time studied.</p> <p>Explore at least three distinct time periods.</p> <p>Offer a reasonable explanation for some events.</p> <p>Compare past experiences with their own.</p> <p>Know about the past of our village through spoken history and other resources.</p>	<p>Use primary and secondary sources to investigate and explore events and beliefs systems from at least three key historic periods.</p> <p>Retain key facts and features from periods studied and be able to talk about a particular feature in depth that interested them.</p> <p>Continue local history investigation and place the village in the context of Cornish history.</p>
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<p>Interpretations of history</p>	<p>Talk about own life and those of people I know. 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</p>	<p>Realise historians explore evidence from the past and use detective skills to try and find out.</p>	<p>Look at evidence from the past, particularly photographs and discuss different possible interpretations.</p> <p>Use stories to encourage children to distinguish between fact and fiction.</p>	<p>Look at the evidence available and begin to evaluate the usefulness of different sources.</p> <p>Distinguish between different sources- compare different versions of the same story.</p> <p>Use text books and historical knowledge</p>	<p>Link sources and work out how conclusions were arrived at and understand our interpretations of the past can change.</p> <p>Consider ways of checking the accuracy of interpretations- fact or fiction and opinion.</p> <p>Confidently use the library and internet for research</p>
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				Interpret artefacts with some logic and relation to past experience.	
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Historical enquiry	<p>Talk about important people in my life and those of people I know.</p> <p>Begin to ask questions to deepen my understanding.</p>	<p>Find answers to simple questions about the past from sources of information e.g. artefacts.</p>	<p>Use a source - observe or handle sources to answer questions about the past on the basis of simple observations</p> <p>Understand collections are held in Museums and produce their own mini museum with labels and information.</p>	<ul style="list-style-type: none"> • Use a range of sources to find out about a period • Observe small details— artefacts and pictures • Know the difference between fact and opinion • Select and record relevant information. • 	<p>Recognise primary and secondary sources.</p> <p>Use a range of sources to find out about a particular aspect and have some ability to evaluate the resources.</p> <p>Bring knowledge gathered from several sources together in a fluent account.</p>
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Organisation and communication	Communicate their knowledge through: Discussion, drawing pictures, drama/role play, models, writing and ICT	•Recall, select and organise historical information Communicate their knowledge and understanding. •
		Select and organise information to produce structured work, making appropriate use of dates and terms