



Codicote School

Progression for teaching History

EYFS	
ELG Understanding the World Past and Present	<ul style="list-style-type: none"> • Know key vocabulary connected with time – e.g. today and yesterday. • Recognise events which happen in school now, and before now – shared in learning journals • Begin to make sense of their own life-story and family’s history. • Comment on images of familiar situations in the past. • 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 and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	<ul style="list-style-type: none"> • Sequence events in their life • Sequence 3 or 4 artefacts from distinctly different periods of time • Match objects to people of different ages 	<ul style="list-style-type: none"> • Sequence artefacts closer together in time - check with reference book • Sequence photographs etc. from different periods of their life • Describe memories of key events in lives 	<ul style="list-style-type: none"> • Place the time studied on a time line • Use dates and terms related to the study unit and passing of time • Sequence several events or artefacts 	<ul style="list-style-type: none"> • Place events from period studied on time line • Use terms related to the period and begin to date events • Understand more complex terms eg BC/AD 	<ul style="list-style-type: none"> • Know and sequence key events of time studied • Use relevant terms and period labels • Make comparisons between different times in the past 	<ul style="list-style-type: none"> • 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 historical knowledge	<ul style="list-style-type: none"> • Recognise the difference between past and present in their own and others’ lives 	<ul style="list-style-type: none"> • Recognise why people did things, why events happened and what happened as 	<ul style="list-style-type: none"> • Find out about every day lives of people in time studied Compare with our life 	<ul style="list-style-type: none"> • Use evidence to reconstruct life in time studied • Identify key features and events of time studied 	<ul style="list-style-type: none"> • Study different aspects of different people - differences between men and women • Examine causes 	<ul style="list-style-type: none"> • Find out about beliefs, behaviour and characteristics of people, recognising that not everyone

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		<p>a result</p> <ul style="list-style-type: none"> Identify differences between ways of life at different times 	<p>today</p> <ul style="list-style-type: none"> Identify reasons for and results of people's actions Understand why people may have wanted to do something 	<ul style="list-style-type: none"> Look for links and effects in time studied Offer a reasonable explanation for some events 	<p>and results of great events and the impact on people</p> <ul style="list-style-type: none"> Compare life in early and late 'times' studied Compare an aspect of life with the same aspect in another period 	<p>shares the same views and feelings</p> <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Use stories to encourage children to distinguish between fact and fiction Compare adults talking about the past – how reliable are their memories? 	<ul style="list-style-type: none"> Compare 2 versions of a past event Compare pictures or photographs of people or events in the past Discuss reliability of photos/ accounts/stories 	<ul style="list-style-type: none"> Identify and give reasons for different ways in which the past is represented Distinguish between different sources – compare different versions of the same story Look at representations of the period – museum, cartoons etc 	<ul style="list-style-type: none"> Look at the evidence available Begin to evaluate the usefulness of different sources Use text books and historical knowledge 	<ul style="list-style-type: none"> Compare accounts of events from different sources – fact or fiction Offer some reasons for different versions of events 	<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 Confidently use

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						the library and internet for research
Historical enquiry	<ul style="list-style-type: none"> Find answers to simple questions about the past from sources of information e.g. artefacts, (see 4a) 	<ul style="list-style-type: none"> Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. 	<ul style="list-style-type: none"> Use a range of sources to find out about a period Observe small details – artefacts, pictures Select and record information relevant to the study Begin to use the library and internet for research 	<ul style="list-style-type: none"> Use evidence to build up a picture of a past event Choose relevant material to present a picture of one aspect of life in time past Ask a variety of questions Use the library and internet for research 	<ul style="list-style-type: none"> Begin to identify primary and secondary sources Use evidence to build up a picture of a past event Select relevant sections of information Use the library and internet for research with increasing confidence 	<ul style="list-style-type: none"> Recognise primary and secondary sources Use a range of sources to find out about an aspect of time past Suggest omissions and the means of finding out Bring knowledge gathered from several sources together in a fluent account
Organisation and communication	Communicate their knowledge through: <ul style="list-style-type: none"> Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT... 			<ul style="list-style-type: none"> Recall, select and organise historical information Communicate their knowledge and understanding. 	<ul style="list-style-type: none"> Select and organise information to produce structured work, making appropriate use of dates and terms. 	