



# Stoke Fleming School



## Progression of Knowledge, Understanding and skills in HISTORY

School Phase	Phase 1			Phase 2			Phase 3		
Year Group	30-50	40 -60	Year R ELG	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	<p>Show an interest in the lives of people who are familiar to them.</p> <p>Remember and talks about significant events in their own experience</p> <p>Recognise and describe special times and events for family and friends.</p>	<p>Enjoys joining in with family customs and routines.</p>	<p>Talk about past and present events in their own lives and the lives of family members.</p> <p>Know the similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>Sequence events in their life</p> <p>Sequence 3 or 4 artefacts from distinctly different periods of time</p> <p>Match objects to people of different ages</p>	<p>Sequence artefacts together in time - check with reference book</p> <p>Sequence photographs etc. from different periods of their life</p> <p>Describe memories of key events in lives</p>	<p>Place the time studied on a time line</p> <p>Use dates and terms related to the study unit and passing of time</p> <p>Sequence several events or artefacts</p>	<p>Place the time studied on time line</p> <p>Use terms related to the period and begin to date events</p> <p>Understand more complex terms eg BC/AD</p>	<p>Know and sequence key events of time studied</p> <p>Use relevant terms and period labels</p> <p>Make comparisons between different times in the past</p>	<p>Place current study on time line in relation to other studies</p> <p>Use relevant dates and terms</p> <p>Sequence up to 10 events on a time line</p>
Range and depth of Knowledge	<p>Show an interest in different occupations and ways of life.</p> <p>Knows some of the things which make them unique and can talk about some of the similarities and difference in relation to friends and family.</p>			<p>Recognise the difference between past and present in their own and others lives</p> <p>They know and recount episodes from stories about the past</p>	<p>Recognise why people did things, why events happened and what happened as a result</p> <p>Identify differences between ways of life at different times</p>	<p>Find out about every day lives of people in time studied</p> <p>Compare with our life today</p> <p>Identify reasons for and results of people's actions</p> <p>Understand why people may have wanted to do something</p>	<p>Use evidence to reconstruct life in time studied</p> <p>Identify key features and events of time studied</p> <p>Look for links and effects in time studied</p> <p>Offer a reasonable explanation for some events</p>	<p>Study different aspects of different people - differences between men and women</p> <p>Examine causes and results of great events and the impact on people</p> <p>Compare life in early and late 'times' studied</p> <p>Compare an aspect of lie with the same aspect in another period</p>	<p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</p> <p>Compare beliefs and behaviour with another time studied</p> <p>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</p> <p>Know key dates, characters and events of time studied</p>
Interpretations of history				<p>Use stories to encourage children to distinguish between fact and fiction</p> <p>Compare adults talking about the past – how reliable</p>	<p>Compare 2 versions of a past event</p> <p>Compare pictures or photographs of people or events in the past</p> <p>Discuss reliability of photos/ accounts/stories</p>	<p>Identify and give reasons for different ways in which the past is represented</p> <p>Distinguish between different sources – compare different</p>	<p>Look at the evidence available</p> <p>Begin to evaluate the usefulness of different sources</p>	<p>Compare accounts of events from different sources – fact or fiction</p> <p>Offer some reasons for different versions of events</p>	<p>Link sources and work out how conclusions were arrived at</p> <p>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion</p>



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				are their memories?		versions of the same story  Look at representations of the period – museum, cartoons etc	Use text books and historical knowledge		Be aware that different evidence will lead to different conclusions  Confidently use the library and internet for research
Historical Enquiry				Find answers to simple questions about the past from sources of information e.g. artefacts	Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.	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	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	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	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
Organisation and communication	Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using 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.