

History Progression at St Richard's

Knowledge of:		Understanding of:		Themes:			
<ul style="list-style-type: none"> • chronology • historical Terms • people, events, situations, and developments 		<ul style="list-style-type: none"> • evidence • interpretations • cause • change • similarity / difference • significance 		<ul style="list-style-type: none"> • Power (Government, Monarchy and Democracy) • Society and Beliefs • Science and Technology • Invasion and Settling • Trade and economy 			
EYFS		KS1		LKS2		UKS2	
Historical Interpretations	<p>Identify similarities and differences.</p> <p>Know that information can be retrieved from books, the internet and people.</p> <p>Begin to ask and answer 'how' and 'why' questions in response to stories or events.</p> <p>Use stories to encourage children to distinguish between fact and fiction.</p>	<p>Start to understand that there can be different versions of the same event from the past</p> <p>Observe and use pictures, photographs, and artefacts to find out about the past</p> <p>Start to use stories or accounts to distinguish between fact and fiction</p> <p>Explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past</p>	<p>Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</p> <p>Begin to understand some of the ways in which historians and others investigate the past</p>	<p>Find and analyse a wide range of evidence about the past</p> <p>Use a range of evidence to offer some clear reasons for different interpretations of events</p> <p>Consider different ways of checking the accuracy of interpretations of the past</p> <p>Start to understand the difference between primary and secondary evidence and start to question its reliability</p> <p>Continue to develop their understanding of how historians and others investigate the past.</p>			
Historical Investigations	<p>Recall and recount significant past and present events of their own lives and think about how things have changed within their lifetime</p>	<p>Observe or handle evidence to ask, and find answer to, simple questions about the past</p> <p>Use evidence to explain the key features of events</p> <p>Sort some objects/artefacts into new and old and then and now</p>	<p>Use a range of primary and secondary sources to find out about the past</p> <p>Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information</p> <p>Gather more detail from sources such as maps to build up a clearer picture of the past</p>	<p>Recognise when they are using primary and secondary sources of information to investigate the past;</p> <p>Use a wide range of different evidence to collect evidence about the past.</p> <p>Select relevant sections of information to address historical questions and construct detailed responses.</p> <p>Investigate their own lines of enquiry</p>			

			Address and sometimes devise own questions to find answers about the past Begin to undertake own research	
Chronological understanding	Talk about past and present events in their own lives and in the lives of family members. Talk briefly about past events at home e.g. 'yesterday' Use past, present and future forms accurately when talking about events	Sequence artefacts and events that are close together in time Order dates from earliest to latest on simple timelines Use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time	Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).	Order an increasing number of significant events, movements and dates on a timeline using dates accurately Accurately use dates and terms to describe historical events
Presenting and communicating	Talk about some of the things they have observed, question why things happen and give explanations.	Talk, write and draw about things from the past Use historical vocabulary to retell simple stories about the past	Present, communicate and organise ideas about the past including simple written narratives	Present, communicate and organise ideas about from the past using detailed discussions, debates and more detailed written narratives
Continuity and Change	Compare lives of people from the distant past to our own and identify differences.	Begin to identify old and new things across periods of time through pictures, photographs, and objects. Begin to understand that some things change, and some things stay nearly the same	Identify key things that changed/ stayed the same between periods. Identify that there are reasons for continuities and changes across periods of time and explain some of these	Identify why some changes between different periods of time have had more significant consequences than others. Understand that there are times in history when change happens suddenly Understand and describe in some detail the main changes to an aspect of a period in history.
Cause and Consequence	Answer 'how' and 'why' questions about their experiences and in response to events. Develop their own explanations by connecting ideas and events	Understand that a cause makes something happen and that historical events have causes. Explain that historical events are caused by things that occurred before them. Understand that a consequence is something that happens as a result of something else	Understand that a cause is something directly linked to an event and not just something that happened before it. Begin to understand that historical events create changes that have consequences. Explain a series of directly related events that happened in the lead up to a historical event. Understand that historical events have consequences that sometimes last long after the event is over.	Examine in more detail short- and long-term causes. Understand that one event can have multiple consequences that impact on many countries and civilisations. Understand that the consequences of one historical event can sometimes become the causes of another. Address and devise historical questions about cause and consequence

<p>Similarities and differences</p>	<p>To talk about past and present events in their own lives and in the lives of family members.</p>	<p>Start to understand that during the same period of time life was different for people in the past such as rich and poor, male and female. Recognise some similarities and differences between the past and the present</p>	<p>Identify and give some examples of how life was different for different people in the same and different periods of time, such as different rights, different religious beliefs. Identify and give some examples of how life was similar in the past.</p>	<p>Explain and give varied examples of how life was similar and different in the past. Explain and give examples to show that things may have been different from place to place at the same time. Start to give reasons for these similarities and differences.</p>
<p>Historical significance</p>	<p>To talk about past and present events in their own lives and in the lives of family members.</p>	<p>Talk about why the event or person was important and what changed/happened</p>	<p>Begin to understand that historical significance is a decision that people living in modern times make about what they feel are important aspects of the past. Understand that historical significance can be related to specific events, people, locations, and ideas that are seen as being particularly important to us. Identify historically significant people and events from a period of history and give some detail about what they did or what happened.</p>	<p>Start to explain the importance of an event individually, regionally, nationally, or globally. Understand that what we consider to be significant can change throughout different periods. Identify historically significant people and events from a period of history and give some detail about what they did/what happened and what impact it had.</p>