

Progression in History at Harefield Primary school

Key concepts and components		<u>EYFS</u>	<u>Year 1 and 2</u>	<u>Year 3 and 4</u>	<u>Year 5 and 6</u>
CHRONOLOGY	Components: Timelines, time periods, past and present, sequencing	<ul style="list-style-type: none"> * Use every day language related to time eg old, new, young, days, months. Yesterday, today, tomorrow. * Identify and sequence a simple past event in the correct order eg In the morning I ..., then I ... * Recall and talk about past and present events in their own lives and in the lives of family members * Knowledge of seasons and events taking place at the same time each year. * What does past mean? * Sequence events from stories. 	<ul style="list-style-type: none"> * Place events in order on a timeline * Label timelines with words or phrases eg: past, present, older, newer, before, after. * Sequence 3 or 4 artefacts or photographs from different periods of time. * Tell others about an event in past. * Use dates where appropriate. 	<ul style="list-style-type: none"> * Place events, artefacts and historical figures from British, local and world history, on a timeline using dates. * Sequence events, representing this along with relevant evidence on a timeline. * Use dates and terms related to the topic to describe events. * Understand more complex terms e.g. AD and BC, century, decade. 	<ul style="list-style-type: none"> * Place events, artefacts and historical figures from British, local and world history, on a timeline using dates, with increasing confidence. * Sequence and describe events in greater detail, using relevant evidence. * Use dates and terms related to the topic to describe events. * Understand more complex terms e.g. AD, BC and BCE, CE, circa. * Use dates and terms accurately in describing events.

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CONTINUITY AND CHANGE	Components: Own lives, observations, past and present, identify reasons, turning points	* Develop an understanding of growth, decay and change over time. * Explore changes within their own lives and in the lives of their family eg between photos of a baby now and today. * Make observations and explain why some things occur and talk about changes. * Understanding that things change over time - they don't always stay the same eg people and buildings.	* Explore and recount aspects of change in national and their own lives. * Compare photos or pictures of people in the past or past events * Begin to identify the reasons for changes.	* Describe changes that have happened in the locality. * Compare 2 versions of a past event. * Identify the reasons for changes eg Houses, culture, leisure. * Begin to explore how people experienced change.	* Identify continuity and change in the history of the locality of the school. * Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). * Identify significant moments and turning points. * Make reasoned judgements about why changes have occurred.

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CAUSE AND CONSEQUENCE	Components: Cause and effect, reasons for change, linking ideas, historical developments	* Begin to make observations and explain why some things occur, and explain and talk about changes eg seasons. * Through stories, begin to recognise simple links between what has happened in special events and what the result of them was.	* Recognise why people did things, why events happened and what happened as a result.	* Identify reasons for and results of peoples actions. * Understand why people may have wanted to do something. * Offer reasonable explanations for key events.	* Examine causes and results of great events and the impact they had on people * Link knowledge to identify how conclusions were made. * Explain an event in terms of cause and effect using evidence to support the points. * Consider whether some events or developments were more important than others.

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SIGNIFICANCE	Components: Special events, narratives of key events, reasons for significance? Impact, how significant?	<ul style="list-style-type: none"> * Recognise and describe special events or times for family or friends. * Talk about significant people in their own lives and within the community. * Explain personal experiences through 'all about me' bags. 	<ul style="list-style-type: none"> * Know and recount narratives for key historical events * Describe historical events and significant people from the past. 	<ul style="list-style-type: none"> * Describe historical events and significant people from the past identifying why they were important. 	<ul style="list-style-type: none"> * Identify significant events and identify their impact to people. * Give reasons why some events, people or developments are more significant than others.

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SIMILARITIES AND DIFFERENCES	Components: Patterns and change, ways of life, time periods, diversity, different accounts	<ul style="list-style-type: none"> * Look closely at similarities and differences and create positive attitudes. * Explore similarities and differences through occupations. 	<ul style="list-style-type: none"> * Identify similarities and differences between their own lives and the people they have studied. * Identify differences between ways of life at different times. 	<ul style="list-style-type: none"> * Explore everyday life in a time period and compare with our lives today or another time period. * Describe the ethnic, social, cultural or religious diversity of a past society. * Describe the characteristics of the past including ideas, beliefs, attitudes and experiences of men, women and children. * Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. 	<ul style="list-style-type: none"> * Make comparisons between different times in the past. Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. * Describe the characteristics of the past including ideas, beliefs, attitudes and experiences of men, women and children. * Describe the ethnic, social, cultural or religious diversity of a past society recognising that not everyone shares the same views and feelings.

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HISTORICAL ENQUIRY KNOWLEDGE	Components: Questioning, exploring artefacts, interpreting sources, gathering evidence, concluding.	<ul style="list-style-type: none"> * Observe or handle evidence to ask questions * Ask questions such as: What was it like for people? What does it do? How did it work? * Use artefacts, pictures, stories to find out about the past. * Use photos from their personal lives to develop knowledge of their past. 	<ul style="list-style-type: none"> * Observe or handle evidence to ask questions and find answers to questions about the past * Ask questions such as: What was it like for people? What happened? How long ago? * Use artefacts, pictures, stories, online sources and databases to find out about the past. * Identify some of the different ways the past has been represented * Know that a source is where you can find information from. 	<ul style="list-style-type: none"> * Use evidence to ask questions and find answers to questions about the past. * Suggest suitable sources of evidence for historical enquiries. * Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. * Look at two versions of the same event. * Begin to draw conclusions using evidence. * Use evidence to draw conclusions and explain what has been discovered. 	<ul style="list-style-type: none"> * Use sources of evidence to deduce information about the past. * Select suitable sources of evidence, giving reasons for choices. * Seek out and analyse a wide range of evidence in order to justify claims about the past * Understand that no single source of evidence gives the full answer to questions about the past. * Use a wider range of evidence. * Summarize evidence and consider its origin, relevance and usefulness. * Use evidence to draw conclusions and explain what has been discovered.