



Micklands Primary School

Progression in Learning - History

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	<p>Use simple words to talk about the passing of time, e.g. yesterday, today, days of the week, months of the year.</p> <p>Order and sequence some familiar events in stories.</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 closer together in time - check using a 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 passing of time within the study unit</p> <p>Understand BC/AD</p>	<p>Place events from period studied on time line</p> <p>Use terms related to the period and begin to date events</p> <p>Understand BCE/CE</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 historical knowledge	<p>Talk about events in their own and their family's life and think about how things have changed in their lifetime, e.g. starting school, new baby brother/sister.</p> <p>Know we can find out about the past from storytelling/ books/internet</p> <p>Show knowledge of history through artwork and small world play, e.g. poppy making,</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 everyday 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>Use evidence to reconstruct life in time studied</p> <p>Identify key features and events of time studied</p> <p>Offer a reasonable explanation for some events</p>	<p>Study aspects of different people from the same period</p> <p>Examine causes and results of great events and the impact on people</p> <p>Compare an aspect of life 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>Explain a past event in terms of cause and effect using evidence to support</p>

	knights and castles small world.						and illustrate their explanation
Interpretations of history	<p>Comment on pictures, stories and artefacts from the past.</p> <p>Identify similarities and differences</p>	<p>Use stories to encourage children to distinguish between fact and fiction</p> <p>Compare adults talking about the past – how reliable are their memories?</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/ 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 versions of the same story</p> <p>Look at representations of the period – museum, cartoons etc</p>	<p>Look at the evidence available</p> <p>Begin to evaluate the usefulness of different sources</p> <p>Use text books and historical knowledge</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> <p>Be aware that different evidence will lead to different conclusions</p>
Historical enquiry	<p>Begin to ask questions in response to events, artefacts and stories.</p> <p>Begin to answer questions about their own past.</p>	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.	<p>Use a range of sources to find out about a period</p> <p>Observe small details in artefacts and pictures</p> <p>Select and record information relevant to the study</p>	<p>Use evidence to build up a picture of a past event</p> <p>Choose relevant material to present a picture of one aspect of life in time past</p>	<p>Identify the difference between primary and secondary sources</p> <p>Use the library and internet for research with increasing independence</p>	<p>Recognise primary and secondary sources and their differing reliability</p> <p>Use a range of sources to find out about an aspect of time past</p>
Civilisations				<p><u>Ancient Egypt</u></p> <p>Know that there was a civilisation in Egypt 5000 years ago</p> <p>Understand the importance of the River Nile to Ancient Egyptians</p>	<p><u>Ancient Greece</u></p> <p>Know that there was a civilisation in Greece 3000 years ago</p> <p>Know that democracy was born in Ancient Greece</p>	<p><u>Kingdom of Benin</u></p> <p>Know how the kingdom of Benin formed</p> <p>To know about the Benin Kingdom from different artefacts</p>	<p><u>Mayans:</u></p> <p>Know some ways that Mayan civilization has influenced life today</p> <p>Know some facts about the culture and lifestyle of the Mayan civilization</p>

						To know how and why the kingdom of Benin came to an end	
History of Britain (KS2) and Changes Within Living Memory (KS1)		<u>Old and New</u> Know the difference between old and new. Know that the toys we play with change over time	<u>Inventors and Inventions</u> Know some of the inventions of Leonardo Da Vinci Know that Alexander Graham Bell invented the telephone	<u>Stone Age to Iron Age</u> Know how housing developed throughout the Stone and Iron Ages To know burial practices from the Stone and Iron Ages	<u>Romans</u> Know that Romans invaded Britain. Know some of the ways in which the Romans left their legacy in Britain.	<u>Anglo Saxons</u> To understand who the Saxons, Angles, Jutes and Scots were and where they came from. To understand what Anglo-Saxon Village life was like, using sources.	<u>Vikings:</u> Know who the Vikings were and when and why they raided and invaded Britain. Know about and organise information about Viking life.
Beyond 1066		<u>Great Fire of London</u> Know that the Great Fire of London started in 1666. Know that Samuel Pepys wrote about the fire in his diary.	<u>Mary Anning</u> Know why Mary Anning is remembered	<u>Monarchy</u> Know the meaning of continuous monarchy Know the names of some famous monarchs		<u>World War 2</u> Know about the events leading to the outbreak of World War II. Know about a variety of key events from World War II.	<u>Railways and Huntley and Palmer:</u> Know the history of Huntley and Palmer Know the impact of the railway on Reading and the GWR.
Local History		<u>Micklands</u> Know some of the ways Micklands has changed over time	<u>Reading Buildings</u> Know a historical building or place in Reading Know about a significant historical event in Reading's past		<u>Reading Abbey</u> Know that the Abbey is an important historical site in Reading Know what life was like in the Abbey		