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| **Progression in History at Rockcliffe CE School** | | | | |
|  | **EYFS** | **Year 1 and Year 2** | **Year 3 and Year 4** | **Year 5 and Year 6** |
| **Investigate and interpret the past**  This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence | **Understanding the world:**   * Talk about the lives of the 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. | • 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. | • 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.  • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.  • Suggest causes and consequences of some of the main events and changes in history. | • Use sources of evidence to deduce information about the past.  • Select suitable sources of evidence, giving reasons for choices.  • Use sources of information to form testable hypotheses about the past.  • Seek out and analyse a wide range of evidence in order to justify claims about the past.  • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.  • Understand that no single source of evidence gives the full answer to questions about the past.  • Refine lines of enquiry as appropriate. |
| **Build an overview of world history**  This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society | **Understanding the world: People and communities**   * Talk about the lives of the 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. | • Describe historical events.  • Describe significant people from the past.  • Recognise that there are reasons why people in the past acted as they did. | • Describe changes that have happened in the locality of the school throughout history.  • Give a broad overview of life in Britain from ancient until medieval times.  • Compare some of the times studied with those of other areas of interest around the world.  • Describe the social, ethnic, cultural or religious diversity of past society.  • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. | • Identify continuity and change in the history of the locality of the school.  • Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.  • Compare some of the times studied with those of the other areas of interest around the world.  • Describe the social, ethnic, cultural or religious diversity of past society.  • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. |
| **Understand chronology**  This concept involves and understanding of the passing of time and how some aspects of history studied were happening at similar times in different places | * Talk about the lives of the 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. | • Place events and artefacts in order on a time line.  • Label time lines with words or phrases such as: past, present, older and newer.  • Recount changes that have occurred in their own lives.  • Use dates where appropriate. | • Place events, artefacts and historical figures on a time line using dates.  • Understand the concept of change over time, representing this, along with evidence, on a time line.  • Use dates and terms to describe events. | • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).  • Identify periods of rapid change in history and contrast them with times of relatively little change.  • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.  • Use dates and terms accurately in describing events. |
| **Communicate historically**  This concept involves using historical vocabulary and techniques to convey information about the past | * Talk about the lives of the 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. | • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.  • Show an understanding of the concept of nation and a nation’s history.  • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. | • Use appropriate historical vocabulary to communicate, including:      • dates      • time period      • era      • change      • chronology.  • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. | • Use appropriate historical vocabulary to communicate, including:      • dates      • time period      • era      • chronology      • continuity      • change      • century      • decade      • legacy.  • Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.  • Use original ways to present information and ideas. |