

### History progression at St Mawes Primary

	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3/4</b>	<b>Year 5/6</b>
<b>Chronological understanding</b>	<ul style="list-style-type: none"> <li>• Talk about and share experiences of the past and present.</li> <li>• Talk about and describe artefacts from the past and present.</li> <li>• Use simple everyday terms to describe the passing of time, e.g. new and old, now and then etc.</li> <li>• Place objects and events within experience, in time order.</li> </ul>	<ul style="list-style-type: none"> <li>• Sequence events in their life</li> <li>• Understand time in terms of days, weeks and years</li> <li>• Know there is a past to explore and you can talk to people about past experiences</li> <li>• Sequence artefacts such as toy, from distinctly different periods of time</li> </ul>	<ul style="list-style-type: none"> <li>• Sequence artefacts closer together in time and check with reference book and explain their decisions</li> <li>• Sequence photographs from different periods of their life and discuss how things change over time</li> <li>• Describe memories of key events in lives and compare that to the experiences of older people</li> </ul>	<ul style="list-style-type: none"> <li>• Place events from period studied on timeline and on the British timeline</li> <li>• Use terms related to the period and begin to date events</li> <li>• Sequence several events or artefacts</li> <li>• Understand terms such as BC/AD, Century, decade, millennium, era</li> </ul>	<ul style="list-style-type: none"> <li>• Use relevant terms and period labels</li> <li>• Make comparisons between different times in the past and understand key periods such as Pre-history, Ancient, Medieval, Tudor, Victorian and Modern times</li> <li>• Place current study on timeline in relation to other studies</li> <li>• Use relevant dates and terms</li> <li>• Sequence up to 10 events on a timeline</li> </ul>
<b>Range and depth of historical knowledge</b>	<ul style="list-style-type: none"> <li>• Talk about events in my life and the lives of</li> </ul>	<ul style="list-style-type: none"> <li>• Learn about the past of their parents and</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise why people did things, why events happened and</li> </ul>	<ul style="list-style-type: none"> <li>• Use evidence to reconstruct life in time studied</li> </ul>	<ul style="list-style-type: none"> <li>• Use primary and secondary sources to investigate and</li> </ul>

	<p>people I know.</p>	<p>grandparents through the toy project</p> <ul style="list-style-type: none"> <li>Learn about the Victorian era</li> </ul>	<p>what happened as a result</p> <ul style="list-style-type: none"> <li>Identify differences between ways of life at different times</li> <li>Learn about key figures and events such as the Great Fire of London and Grace Darling</li> </ul>	<ul style="list-style-type: none"> <li>Identify and remember key features and events of time studied</li> <li>Explore at least three distinct time periods</li> <li>Offer a reasonable explanation for some events</li> <li>Compare past experiences with their own</li> <li>Know about the past of our village through spoken history and other resources</li> </ul>	<p>explore events and beliefs systems from at least three key historic periods</p> <ul style="list-style-type: none"> <li>Retain key facts and features from periods</li> <li>Studied and be able to talk about a particular feature in depth that interested them</li> <li>Continue local history investigation and place the village in the context of Cornish history.</li> </ul>
<p><b>Interpretations of history</b></p>	<ul style="list-style-type: none"> <li>Talk about own life and those of people I know.</li> <li>Talk about and describe my home and the way I live, e.g. day to day life, things I</li> </ul>	<ul style="list-style-type: none"> <li>Realise historians explore evidence from the past and use detective skills to try and find out</li> </ul>	<ul style="list-style-type: none"> <li>Look at evidence from the past, particularly photographs and discuss different possible interpretations</li> <li>Use stories to encourage children to distinguish between fact and fiction</li> </ul>	<ul style="list-style-type: none"> <li>Look at the evidence available</li> <li>Begin to evaluate the usefulness of different sources</li> <li>Distinguish between different sources-</li> </ul>	<ul style="list-style-type: none"> <li>Link sources and work out how conclusions were arrived at and understand our interpretations of the past can change</li> <li>Consider ways of checking the accuracy of interpretations-</li> </ul>

	do, my house, my family etc			<p>compare different versions of the same story</p> <ul style="list-style-type: none"> <li>• Use text books and historical knowledge</li> <li>• Interpret artefacts with some logic and relation to past experience</li> </ul>	<p>fact or fiction and opinion</p> <ul style="list-style-type: none"> <li>• Confidently use the library and internet for research</li> </ul>
<b>Historical enquiry</b>	<ul style="list-style-type: none"> <li>• Talk about important people in my life and those of people I know.</li> <li>• Begin to ask questions to deepen my understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Find answers to simple questions about the past from sources of information e.g. artefacts, {see 4a)</li> </ul>	<ul style="list-style-type: none"> <li>• Use a source - observe or handle sources to answer questions about the past on the basis of simple observations</li> <li>• Understand collections are held in Museums and produce their own mini museum with labels and information</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of sources to find out about a period</li> <li>• Observe small details - artefacts and pictures</li> <li>• Know the difference between fact and opinion</li> <li>• Select and record relevant information</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise primary and secondary sources</li> <li>• Use a range of sources to find out about a particular aspect and have some ability to evaluate the resources</li> <li>• Bring knowledge gathered from several sources together in a fluent account</li> </ul>
<b>Organisation and communication</b>	<ul style="list-style-type: none"> <li>• Communicate their knowledge through: Discussion, drawing pictures, drama/role play, models, writing and ICT</li> </ul>			<ul style="list-style-type: none"> <li>• Recall, select and organise historical information</li> <li>• Communicate their knowledge and understanding</li> </ul>	

		<ul style="list-style-type: none"><li>• <i>Select and organise information to produce structured work, making appropriate use of dates and terms</i></li></ul>
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