



Progression in Historical Knowledge at Martley

Early Learning Goals:

Past and Present - Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society. **What does this look like in pre-school and Reception?**
- 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.

	Year 1	• Year 2	• Year 3	• Year 4	• Year 5	Year 6
Chronological understanding	<ul style="list-style-type: none"> • Sequence events in their life • Sequence 3 or 4 artefacts from distinctly different periods of time 	<ul style="list-style-type: none"> • Sequence artefacts closer together in time - check with reference book • Sequence photographs etc. from different periods of a significant person's life • Describe memories of key events in lives 	<ul style="list-style-type: none"> • Place the time studied on a timeline • Use dates and terms related to the study unit and passing of time • Sequence several events or artefacts 	<ul style="list-style-type: none"> • Place events from periods studied on a timeline • Understand terms related to the period and begin to date events 	<ul style="list-style-type: none"> • Know and sequence key events of times studied • Use relevant terms and period labels, e.g. social, religious, political, technological and cultural 	<ul style="list-style-type: none"> • Place current study on timeline in relation to other studies. • Use relevant dates and terms.



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Range and depth of Historical knowledge	<ul style="list-style-type: none"> Recognise the difference between past and present in their own and others' lives Describe historical events Learn about the lives of significant individuals e.g. Queen Victoria. 	<ul style="list-style-type: none"> Recognise the difference between past and present in their own lives and locally– including changes to national lives. Identify differences between ways of life at different times. Describe historical events Describe significant people from the past 	<ul style="list-style-type: none"> Describe the everyday lives of people in the time studied and compare with our life today. Identify reasons for and results of people's actions. 	<ul style="list-style-type: none"> Give a broad overview of life from ancient to medieval times in Britain Look for links and effects in the time studied. Offer a reasonable explanation for some events. 	<ul style="list-style-type: none"> Describe the causes and results of great events and their impact on people. Compare life in early and late time of the period studied. Compare an aspect of life with the same aspect in another period. Know and understand about the expansion and dissolution of empires. 	<ul style="list-style-type: none"> Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. Compare beliefs and behaviour with another time studied. Know and understand about the expansion and dissolution of empires. Know key dates, characters and events of the times studied.
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Interpretations of history	<ul style="list-style-type: none"> Ask questions such as: what was it like for people? What 	<ul style="list-style-type: none"> Observe or handle evidence to ask questions and find answers to questions about the past Use artefacts, pictures, stories, 	<ul style="list-style-type: none"> Identify and give reasons for different ways the past is represented. Distinguish between 	<ul style="list-style-type: none"> Look at the evidence available and begin to evaluate the usefulness of 	<ul style="list-style-type: none"> Compare accounts of events from different sources – fact and fiction. Offer some reasons for different versions of events. 	<ul style="list-style-type: none"> Link sources and work out how conclusions were arrived at. Consider ways of checking the accuracy of



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	<p>happened? How long ago?</p>	<p>online sources and databases to find out about the past</p> <ul style="list-style-type: none"> Identify some of the different ways the past has been represented 	<p>different sources for example, comparing different versions of the same story.</p> <ul style="list-style-type: none"> Suggest suitable sources of evidence for historical enquiries 	<p>different sources.</p>		<p>interpretations—fact, fiction or opinion.</p> <ul style="list-style-type: none"> Be aware that different evidence will lead to different conclusions (e.g. primary and secondary sources).
<p>Communicating historically</p>	<ul style="list-style-type: none"> Communicate their knowledge through: discussion (using words and phrases like ‘a long time ago’, ‘recently’, ‘when my parents/carers were children’ Yr1 ‘years’, ‘decades’ and ‘centuries’ to describe the passing of time’ Yr2), Shown an understanding of concepts such as ‘civilisation’, ‘monarchy’, ‘parliament’, ‘democracy’, ‘war and peace’. 		<ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate, including dates, time period, era, change and chronology Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past 		<ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate, including dates, time period, era, change, chronology, continuity, century, decade and legacy Use literacy, numeracy and computing to an exceptional standard in order to communicate information about the past 	