



Pensilva Primary School – History.  
Progression Points.



EYFS	Key Stage One Years 1 and 2	Lower Key Stage Two Years 3 and 4	Upper Key Stage Two Years 5 and 6
<p><b>Understanding the world:</b></p> <p><u>Three and four year olds:</u></p> <p>Begins to make sense of their own life-story and family’s history.</p> <p><u>Reception:</u></p> <p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>ELG</p> <p>Talk about the lives of people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>	<p><b>Investigate and interpret the past.</b> Understand that our understanding of the past comes from an interpretation of the available evidence.</p> <p><i>Observe or handle evidence to ask questions and find answers to questions about the past.</i></p> <p><i>Ask questions such as: What was it like for people? What happened? How long ago?</i></p> <p><i>Use artefacts, pictures, stories, online sources and databases to find out about the past.</i></p> <p><i>Identify some of the different ways the past has been represented.</i></p>	<p><b>Investigate and interpret the past.</b> Understand that our understanding of the past comes from an interpretation of the available evidence.</p> <p><i>Use evidence to ask questions and find answers to questions about the past.</i></p> <p><i>Suggest suitable sources of evidence for historical enquiries.</i></p> <p><i>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</i></p> <p><i>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</i></p> <p><i>Suggest causes and consequences of some of the main events and changes in history.</i></p>	<p><b>Investigate and interpret the past.</b> Understand that our understanding of the past comes from an interpretation of the available evidence.</p> <p><i>Use sources of evidence to deduce information about the past.</i></p> <p><i>Select suitable sources of evidence, giving reasons for choices.</i></p> <p><i>Use sources of information to form testable hypotheses about the past.</i></p> <p><i>Seek out and analyse a wide range of evidence in order to justify claims about the past.</i></p> <p><i>Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</i></p> <p><i>Understand that no single source of evidence gives the full answer to questions about the past.</i></p> <p><i>Refine lines of enquiry as appropriate.</i></p>

<p>Understand the past through settings, characters and events encountered in books and story telling.</p>			
	<p><b>Build an overview of world history.</b>          Appreciate the characteristic features of the past and understand that life was different at different periods of time and for different people.</p> <p><i>Describe historical events.</i></p> <p><i>Describe significant people from the past.</i></p> <p><i>Recognise that there are reasons why people in the past acted as they did.</i></p>	<p><b>Build an overview of world history.</b>          Appreciate the characteristic features of the past and understand that life was different at different periods of time and for different people.</p> <p><i>Describe changes that have happened in the locality of the school throughout history.</i></p> <p><i>Give a broad overview of life in Britain from ancient until medieval times.</i></p> <p><i>Compare some of the times studied with those of other areas of interest around the world.</i></p> <p><i>Describe the social, ethnic, cultural or religious diversity of past society.</i></p> <p><i>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</i></p>	<p><b>Build an overview of world history.</b>          Appreciate the characteristic features of the past and understand that life was different at different periods of time and for different people.</p> <p><i>Identify continuity and change in the history of the locality of the school.</i></p> <p><i>Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.</i></p> <p><i>Compare some of the times studied with those of the other areas of interest around the world.</i></p> <p><i>Describe the social, ethnic, cultural or religious diversity of past society.</i></p> <p><i>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</i></p>
	<p><b>Understand chronology.</b></p>	<p><b>Understand chronology.</b></p>	<p><b>Understand chronology.</b></p>

	<p>Having an understanding of the passing of time and how some aspects of history studied were happening at similar times in different places.</p> <p><i>Place events and artefacts in order on a time line.</i></p> <p><i>Label time lines with words or phrases such as: past, present, older and newer.</i></p> <p><i>Recount changes that have occurred in their own lives.</i></p> <p><i>Use dates where appropriate.</i></p>	<p>Having an understanding of the passing of time and how some aspects of history studied were happening at similar times in different places.</p> <p><i>Place events, artefacts and historical figures on a time line using dates.</i></p> <p><i>Understand the concept of change over time, representing this, along with evidence, on a time line.</i></p> <p><i>Use dates and terms to describe events.</i></p>	<p><b>Having an understanding of the passing of time and how some aspects of history studied were happening at similar times in different places.</b></p> <p><i>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</i></p> <p><i>Identify periods of rapid change in history and contrast them with times of relatively little change.</i></p> <p><i>Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</i></p> <p><i>Use dates and terms accurately in describing events.</i></p>
	<p><b>Communicate Historically.</b> Use historical to convey information and to talk about the past.</p> <p><i>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.</i></p>	<p><b>Communicate Historically.</b> Use historical to convey information and to talk about the past.</p> <p><i>Use appropriate historical vocabulary to communicate, including:</i></p> <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• change</li> <li>• chronology.</li> </ul>	<p><b>Communicate Historically.</b> Use historical to convey information and to talk about the past.</p> <p><i>Use appropriate historical vocabulary to communicate, including:</i></p> <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• chronology</li> <li>• continuity</li> </ul>

	<p><i>Show an understanding of the concept of nation and a nation's history.</i></p> <p><i>Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</i></p>	<p><i>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</i></p>	<ul style="list-style-type: none"><li><i>• change</i></li><li><i>• century</i></li><li><i>• decade</i></li><li><i>• legacy.</i></li></ul> <p><i>Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past.</i></p> <p><i>Use original ways to present information and ideas.</i></p>
--	--	--	---