


Oak Hill Church of England Primary School

'Jesus said, "I have come that you may have life in all its fullness' (John 10:10)

Faith- Values Action

History Progression ladder

	Chronological understanding	Knowledge and understanding of events, people and changes in the past	Historical interpretation	Historical enquiry	Organisation and communication
Year 1	Understand the difference between things that happened in the past and the present. · Describe things that happened to themselves and other people in the past. · Order a set of events or objects · Use a timeline to place important events. · Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, bef	· Recall some facts about people/events before living memory · Say why people may have acted the way they did.	Look at books, videos, photographs, pictures and artefacts to find out about the past.	Identify different ways in which the past is represented · Explore events, look at pictures and ask questions i.e, “Which things are old and which are new?” or “What were people doing?” · Look at objects from the past and ask questions i.e, “What were they used for?” and try to answer.	Sort events or objects into groups (i.e. then and now.) · Use timelines to order events or objects. · Tell stories about the past. · Talk, write and draw about things from the past
Year 2	Understand and use the words past and present when telling others about an event.	· Use information to describe the past. · Describe the differences between then and now.	Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts,	· Identify different ways in which the past is represented.	Describe objects, people or events in history.



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	<ul style="list-style-type: none"> · Recount changes in my own life over time. · Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me. · Use a timeline to place important events. 	<ul style="list-style-type: none"> · Look at evidence to give and explain reasons why people in the past may have acted in the way they did. · Recount the main events from a significant event in history. 	<p>historic buildings, museums, galleries, historical sites and the internet to find out about the past</p>	<ul style="list-style-type: none"> · Ask questions about the past. · Use a wide range of information to answer questions. 	<ul style="list-style-type: none"> · Use timelines to order events or objects or place significant people. · Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.
Year 3	<ul style="list-style-type: none"> · Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) · Use a timeline to place historical events in chronological order. · Describe dates of and order significant events from the period studied 	<ul style="list-style-type: none"> Use evidence to describe the culture and leisure activities from the past. Use evidence to describe the clothes, way of life and actions of people in the past. Use evidence to describe buildings and their uses of people from the past 	<ul style="list-style-type: none"> · Explore the idea that there are different accounts of history. 	<ul style="list-style-type: none"> Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past. · Ask questions and find answers about the past. 	<ul style="list-style-type: none"> Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.
Year 4	<ul style="list-style-type: none"> Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) 	<ul style="list-style-type: none"> Use evidence to describe what was important to people from the past. · Use evidence to show how the lives of rich and 	<ul style="list-style-type: none"> · Look at different versions of the same event in history and identify differences. 	<ul style="list-style-type: none"> Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, 	<ul style="list-style-type: none"> Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-



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	<ul style="list-style-type: none"> · Order significant events and dates on a timeline. · Describe the main changes in a period in history. 	<p>poor people from the past differed.</p> <ul style="list-style-type: none"> · Describe similarities and differences between people, events and artefacts studied. · Describe how some of the things I have studied from the past affect/influence life today. 	<ul style="list-style-type: none"> · Know that people in the past represent events or ideas in a way that persuades others. 	<p>artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past.</p> <ul style="list-style-type: none"> · Ask questions and find answers about the past. 	<p>handling, drama role-play, storytelling and using ICT.</p>
Year 5	<p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) · Order significant events, movements and dates on a timeline. · Describe the main changes in a period in history</p>	<p>Choose reliable sources of information to find out about the past. · Give own reasons why changes may have occurred, backed up by evidence. · Describe similarities and differences between some people, events and artefacts studied · Describe how historical events studied affect/influence life today. · Make links between some of the features of past societies.</p>	<ul style="list-style-type: none"> · Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history. · Give reasons why there may be different accounts of history. · Evaluate evidence to choose the most reliable forms. 	<p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. · Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. · Investigate</p>	<p>Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. · Plan and present a self-directed project or research about the studied period.</p>



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		(e.g. religion, houses, society, technology.)		own lines of enquiry by posing questions to answer.	
Year 6	Order significant events, movements and dates on a timeline. · Identify and compare changes within and across different periods. · Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain.	Choose reliable sources of information to find out about the past. · Give reasons why changes may have occurred, backed up by evidence. · Describe similarities and differences between some people, events and artefacts studied. · Describe how some of the things studied from the past affect/influence life today. · Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)	Evaluate evidence to choose the most reliable forms. · Know that people both in the past have a point of view and that this can affect interpretation. · Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.	Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. · Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. · Investigate own lines of enquiry by posing questions to answer	Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. · Plan and present a self-directed project or research about the studied period.

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



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	<ul style="list-style-type: none">- 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
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