



Trimley St Mary - History - Progression of Knowledge and Skills



<p style="text-align: center;">ELG - EYFS Understanding the World: People and Communities</p>	<p style="text-align: center;">Milestone 1 - Year 1 & 2</p> <p style="text-align: center;"><i>By the end of Year 1 pupils should have a basic grasp of all of this content. By the end of Year 2 pupils should have an advancing understanding of this content, whilst some will have a deep understanding.</i></p>	<p style="text-align: center;">Milestone 2 - Year 3 & 4</p> <p style="text-align: center;"><i>By the end of Year 3, pupils should have a basic grasp of all of this content. By the end of Year 4 pupils should have an advancing understanding of this content, whilst some will have a deep understanding.</i></p>	<p style="text-align: center;">Milestone 3 - Year 5 & 6</p> <p style="text-align: center;"><i>By the end of Year 5, pupils should have a basic grasp of all of this content. By the end of Year 6 pupils should have an advancing understanding of this content, whilst some will have a deep understanding.</i></p>
<ul style="list-style-type: none"> • <i>Talk about past and present events in their own lives and in the lives of family members.</i> • <i>Know that other children don't always enjoy the same things, and are sensitive to this.</i> • <i>Know about similarities and differences between themselves and others, and among families, communities and traditions.</i> • <i>Enjoy joining in with family customs and routines.</i> 	<p><u>Investigate and Interpret the Past</u></p> <ul style="list-style-type: none"> • <i>Observe or handle evidence to ask questions and find answers to questions about the past.</i> • <i>Ask questions such as: What was it like for people? What happened? How long ago?</i> • <i>Use artefacts, pictures, stories, online sources and databases to find out about the past.</i> • <i>Identify some of the different ways the past has been represented.</i> 	<p><u>Investigate and Interpret the Past</u></p> <ul style="list-style-type: none"> • <i>Use evidence to ask questions and find answers to questions about the past.</i> • <i>Suggest suitable sources of evidence for historical enquiries.</i> • <i>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</i> • <i>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</i> • <i>Suggest causes and consequences of some of the main events and changes in history.</i> 	<p><u>Investigate and Interpret the Past</u></p> <ul style="list-style-type: none"> • <i>Use sources of evidence to deduce information about the past.</i> • <i>Select suitable sources of evidence, giving reasons for choices.</i> • <i>Use sources of information to form testable hypotheses about the past.</i> • <i>Seek out and analyse a wide range of evidence in order to justify claims about the past.</i> • <i>Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</i> • <i>Understand that no single source of evidence gives the full answer to questions about the past.</i> • <i>Refine lines of enquiry as appropriate.</i>
	<p><u>Build an overview of world history</u></p> <ul style="list-style-type: none"> • <i>Describe historical events.</i> • <i>Describe significant people from the past.</i> • <i>Recognise that there are reasons why people in the past acted as they did.</i> 	<p><u>Build an overview of world history</u></p> <ul style="list-style-type: none"> • <i>Describe changes that have happened in the locality of the school throughout history.</i> • <i>Give a broad overview of life in Britain from ancient until medieval times.</i> • <i>Compare some of the times studied with those of other areas of interest around the world.</i> • <i>Describe the social, ethnic, cultural or religious diversity of past society.</i> • <i>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</i> 	<p><u>Build an overview of world history</u></p> <ul style="list-style-type: none"> • <i>Identify continuity and change in the history of the locality of the school.</i> • <i>Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.</i> • <i>Compare some of the times studied with those of the other areas of interest around the world.</i> • <i>Describe the social, ethnic, cultural or religious diversity of past society.</i> • <i>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</i>

	<p><u>Understand Chronology</u></p> <ul style="list-style-type: none"> • 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. 	<p><u>Understand Chronology</u></p> <ul style="list-style-type: none"> • 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. 	<p><u>Understand Chronology</u></p> <ul style="list-style-type: none"> • 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.
	<p><u>Communicate historically</u></p> <ul style="list-style-type: none"> • 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. 	<p><u>Communicate historically</u></p> <ul style="list-style-type: none"> • 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. 	<p><u>Communicate historically</u></p> <ul style="list-style-type: none"> • 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.