



Cromwell Curriculum History Progression & Sequencing

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	<p>To have an awareness of time passing.</p> <p>To sequence the school day.</p> <p>To use vocabulary related to time.</p> <p>Talk about the lives of people around them and their roles in society.</p>	<p>To sequence events in a historical period.</p> <p>To use common phrases related to time such as: before, after since etc.</p> <p>To order objects into chronological order.</p>	<p>To sequence events, photos and artefacts closer together in time into chronological order.</p> <p>To describe memories of key events in their lives.</p> <p>To begin to identify similarities and differences between today and another period in time</p>	<p>To sequence events, photos and artefacts into chronological order.</p> <p>To place the historical time they are studying onto a timeline.</p> <p>To begin to understand more complex terms such a BCE and AD</p>	<p>To place events from the period studied on a timeline using key dates.</p> <p>To use terms related to the period being studied.</p>	<p>To know and sequence keys events of the time being studied.</p> <p>To use relevant terms and period labels.</p> <p>To relate current studies with ones from previous years.</p> <p>To make comparisons between different times in the past.</p>	<p>To know and sequence keys events of the time being studied.</p> <p>To use relevant dates and terms.</p> <p>To explain the influences and significance between two period of time.</p> <p>To identify connections, trends and contrasts over time.</p>



Cromwell Curriculum History Progression & Sequencing

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Knowledge and terms.	<p>To identify changes in their own time – now and when they were a baby.</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>Understand the past through settings, characters and events encountered in books read in class and storytelling</p>	<p>To begin to describe similarities and differences between now and then.</p> <p>Use a range of sources to find out characteristic features of the past.</p>	<p>To find out about people and events in other times.</p> <p>To use artefacts to identify similarities and differences between now and the past.</p> <p>To use vocabulary such as investigate, sources and artefacts.</p>	<p>To find out about the everyday lives of people in the time studied and compare with life today.</p> <p>To identify the reasons for and results of peoples actions.</p> <p>To understand the decisions people made during time studied.</p> <p>To use historical terms such as; empire, parliament and monarchy appropriately.</p>	<p>To use evidence from the time studied to reconstruct a day in the life.</p> <p>To identify key features and events in the time being studied.</p> <p>To look for links and effects in the time studied?</p> <p>To use historical terms such as; empire, parliament and monarchy appropriately.</p>	<p>To study different aspects of life of different people such as men and women.</p> <p>Examine the causes and results of great events and the impact on people.</p> <p>Compare an aspects of life with the same aspect in another period.</p> <p>To use historical terms such as: primary and secondary sources, change and continuity appropriately.</p>	<p>To find out beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</p> <p>Write an explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.</p> <p>Know key dates, characters and events in the time being studied.</p> <p>To use historical terms such as cause, consequence and similarity, difference and significance appropriately.</p>



Cromwell Curriculum History Progression & Sequencing

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Interpretations	<p>To discuss different versions of the same event.</p> <p>To look at illustrations of the same person.</p>	<p>Begin to identify different ways to represent the past.</p> <p>Use stories to encourage children to distinguish between fact and fiction.</p>	<p>To compare pictures or photographs of people and events in the past.</p> <p>To be able to identify different ways to represent the past.</p> <p>To begin to question how reliable a source is.</p>	<p>To identify and give reasons for different ways in which the past is represented.</p> <p>To distinguish between different sources.</p> <p>Look at representations of the time period through museums and cartoons.</p>	<p>To identify the sources which are available for this time period being studied.</p> <p>To begin to evaluate the usefulness of different sources.</p>	<p>To compare and contrast accounts of the same events from different sources.</p> <p>To start to explain why there are different versions of the same event.</p>	<p>To link sources together.</p> <p>To consider ways of checking the accuracy of interpretations.</p> <p>To be aware that different evidence will lead to different conclusions.</p>



Cromwell Curriculum History Progression & Sequencing

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Enquiry	<p>Ask questions about a source.</p> <p>To distinguish between old and new.</p>	<p>To sort artefacts into then and now.</p> <p>To ask and answer questions about sources of evidence.</p>	<p>To ask their own what, why, when, where, who and how questions about a source of information.</p> <p>To sequence a collection of artefacts onto a timeline.</p> <p>To begin to identify the similarities and differences between sources.</p>	<p>To use a range of sources to find out about the past.</p> <p>To select and record information relevant to the time being studied.</p>	<p>To use evidence to build up a picture of the past.</p> <p>To choose a relevant source to present a picture of one aspect of life in the past.</p> <p>To ask a variety of questions about the past.</p>	<p>To begin to use primary and secondary sources.</p> <p>To use evidence to build up a picture of life in the past.</p> <p>To select relevant sources of information.</p>	<p>To recognise primary and secondary sources.</p> <p>To use a wide range of sources to find out about an aspect of time.</p> <p>To construct informed responses by selecting and organising relevant historical information from primary and secondary sources and own knowledge.</p>