

ELAN history progression

We currently have an academisation order in place, which means that we intend to become part of the ELAN MAT in due course. At present ELAN have kindly started to welcome us into their family of schools and we are using the ELAN progression documents to ensure that our curriculum meets the needs of our children.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	<ul style="list-style-type: none"> • Use everyday language related to time • Sequence events in their life • Sequence 3 or 4 artefacts from different periods of time • Match objects to people of different ages • Describe memories and key events in their own lives and in lives of family members • 	<ul style="list-style-type: none"> • Develop an awareness of the past • Sequence events closer together in time • Describe key events and when they happened in time. 	<ul style="list-style-type: none"> • Begin to construct timelines and place events in chronological order • Use dates and terms related to the study unit and passing of time • Sequence several events or artefacts 	<ul style="list-style-type: none"> • Construct timelines and place events in chronological order • Use terms related to the period and begin to date events • Understand more complex terms e.g. BC/AD 	<ul style="list-style-type: none"> • Continue to develop chronologically secure knowledge of history • Know and sequence key events of time studied • Use relevant terms and period labels • Make comparisons between different times in the past 	<ul style="list-style-type: none"> • Extend and deepen chronologically secure knowledge of history and a well-formed context for future learning • Place current study on time line in relation to other studies • Use relevant dates and terms • Sequence events on a timeline
Understanding the Past	<ul style="list-style-type: none"> • Recount episodes from stories about the past • Recognise the difference between past and present in their own and other's lives 	<ul style="list-style-type: none"> • Use evidence to reconstruct life in time studied • Identify key features and events of time studied • Look for links and effects in times studied • Offer a reasonable explanation for some events 	<ul style="list-style-type: none"> • Begin to use evidence to draw conclusions and give opinions • Find out about everyday lives of people studied • Compare with our lives today • Identify reasons for and results of people's actions 	<ul style="list-style-type: none"> • Use evidence to draw conclusions and give opinions • Identify key features and events of time studied • Look for links and effects in time studied 	<ul style="list-style-type: none"> • Examine causes and results of great events and the impact on people • Compare life in early and later 'times' studied • Compare an aspect of life with the same aspect in another period 	<ul style="list-style-type: none"> • Find out about beliefs, behaviour and characteristics of people, • Compare beliefs and behaviour with another time studied • Analyse an aspect of life with the same aspect in another period • Know key dates, characters and

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						events of times studied
Interpretation of History	<ul style="list-style-type: none"> • Use stories to encourage children to distinguish between fact and fiction • Compare adults talking about the past – how reliable are their memories? 	<ul style="list-style-type: none"> • Compare 2 versions of a past event • Compare pictures or photographs of people and places from the past • Discuss the reliability of photos/accounts/stories 	<ul style="list-style-type: none"> • Identify and give reasons for different ways in which the past is represented • Distinguish between different sources – compare different source materials 	<ul style="list-style-type: none"> • Use various sources to gain historical knowledge • Begin to evaluate the usefulness of the different sources • Begin to draw conclusions using a variety of sources 	<ul style="list-style-type: none"> • Compare accounts and events from different sources – fact or fiction • Identify reasons for different versions of events 	<ul style="list-style-type: none"> • Link sources and work out how conclusions were derived • Consider ways of checking the accuracy of interpretations – fact or fiction and opinion • Be aware that different evidence will lead to different conclusions
Historical Enquiry	<ul style="list-style-type: none"> • Find answers to simple questions about the past from sources of information e.g. stories and artefacts (primary evidence) • Begin to ask historical questions 	<ul style="list-style-type: none"> • Use a source – observe or handle sources to answer questions about the past on the basis of simple observations • Begin to identify similarities and differences between events and places 	<ul style="list-style-type: none"> • Use a range of sources to interpret and begin to draw own conclusions • Observe small details – artefacts, pictures • Select and record information relevant to the study • Begin to use various means of research 	<ul style="list-style-type: none"> • Use evidence to build up a picture of a past event • Ask a variety of more in-depth questions from a variety of sources • Use a range of sources to interpret and begin to draw own conclusions • Use various means of research and begin 	<ul style="list-style-type: none"> • Begin to identify primary and secondary sources • Use evidence to build up a picture of a past event • Select relevant sections of information • Analyse evidence and draw conclusions from evidence 	<ul style="list-style-type: none"> • Recognise primary and secondary sources • Use a range of sources to find out about an aspect of time past • Analyse evidence and draw conclusions from evidence • Bring knowledge gathered from

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		<ul style="list-style-type: none"> Ask historical questions 		independently researching		several sources together in a fluent account
Historical Vocabulary	<ul style="list-style-type: none"> Extend vocabulary by grouping and naming, exploring meaning and sound of new words in History learning 	<ul style="list-style-type: none"> Begin to use vocabulary specific to subject being studied Begin to use a wider range of everyday historical terms 	<ul style="list-style-type: none"> Use some vocabulary specific to the subject being studied Use vocabulary of everyday historical terms 	<ul style="list-style-type: none"> Use vocabulary of specific historical terms and everyday language related to subject in writing and speaking 	<ul style="list-style-type: none"> Use specific historical terms in writing and speaking 	<ul style="list-style-type: none"> Use historical terms in both writing and speaking with confidence
Historical Knowledge	<ul style="list-style-type: none"> Can recall key facts from the knowledge organiser for each topic quickly with ease 	<ul style="list-style-type: none"> Can recall key facts from the knowledge organiser for each topic quickly with ease 	<ul style="list-style-type: none"> Can recall key facts from the knowledge organiser for each topic quickly with ease 	<ul style="list-style-type: none"> Can recall key facts from the knowledge organiser for each topic quickly with ease 	<ul style="list-style-type: none"> Can recall key facts from the knowledge organiser for each topic quickly with ease 	<ul style="list-style-type: none"> Can recall key facts from the knowledge organiser for each topic quickly with ease
Source types	<ul style="list-style-type: none"> Artefacts Photos Pictures Books 	<ul style="list-style-type: none"> + Power Points Internet Software Video clips Diaries Paintings Replica Artefacts 	<ul style="list-style-type: none"> + Maps 	<ul style="list-style-type: none"> + Hieroglyphs 	<ul style="list-style-type: none"> + Copies of Historical written sources eg – poems, Anglo-Saxon Chronicles 	<ul style="list-style-type: none"> + Eye witness accounts Specialised maps

	KS1	LKS2	UKS2
Continuity and change	<ul style="list-style-type: none"> Look closely at similarities, differences, patterns and change Develop understanding of growth, decay and changes over time 	<ul style="list-style-type: none"> Identify similarities / differences between ways of life at different times 	<ul style="list-style-type: none"> Describe / make links between main events, situations and changes within and across different periods/societies

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Cause and consequence	<ul style="list-style-type: none"> • Question why things happen and give explanations 	<ul style="list-style-type: none"> • Recognise why people did things, why events happened and what happened as a result 	<ul style="list-style-type: none"> • Identify and give reasons for, results of, historical events, situations, changes
Similarity and Difference	<ul style="list-style-type: none"> • Know about similarities and differences between themselves and others, and among families, communities and traditions 	<ul style="list-style-type: none"> • Make simple observations about different types of people, events, beliefs within a society 	<ul style="list-style-type: none"> • Describe social, cultural, religious and ethnic diversity in Britain & the wider world
Significance of events / people	<ul style="list-style-type: none"> • Recognise and describe special times or events for family or friends 	<ul style="list-style-type: none"> • Talk about who was important e.g. in a simple historical account 	<ul style="list-style-type: none"> • Identify historically significant people and events in situations

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