



The T-RF History Progression



	F1 Nursery	F2 – Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	<ul style="list-style-type: none"> Have an understanding of terms before and long ago. Have an awareness that they can do more for themselves than when they were babies. 	<ul style="list-style-type: none"> Remember and talk about significant events in their own experience e.g. birthday Know and understand that grandparents are older than parents Know that familiar events occur in a particular order. Sequence events in their life To be familiar with, and use words and phrases such as ‘in the past’, ‘a long time ago’, yesterday, last week, last year 	<ul style="list-style-type: none"> Sequence 3 or 4 artefacts from distinctly different periods of time Match objects to different periods of time. Sequence events on a timeline. To use chronological language. 	<ul style="list-style-type: none"> Sequence artefacts from different periods, giving reasons why. Match objects to different periods of time and give reasons. To understand and compare different periods of time on a timeline. To use chronological language to compare. 	<ul style="list-style-type: none"> Place the time studied on a time line of key historical events of interest. Use dates and terms related to the time studied Use terms related to the passing of time. Sequence several events or artefacts 	<ul style="list-style-type: none"> Place several events from the period studied on a time line Use terms related to the period and date key events Understand more complex terms eg BCE, CE 	<ul style="list-style-type: none"> Draw a timeline with different historical periods. Draw a timeline sequencing several events from the period studied on this. Include the lives of significant people of this period Use relevant terms linked to the period of study eg The Industrial Revolution; The Factory Act; Transportation etc. Make comparisons between different periods studied. 	<ul style="list-style-type: none"> Draw a detailed timeline of periods of study in history Describe current study on this timeline in relation to those other periods of study in increasing detail Use relevant dates and terms
Historical knowledge	<ul style="list-style-type: none"> Be familiar with terms like new and old. 	<ul style="list-style-type: none"> To understand the same familiar stories were set in a time before they were born Recognise and describe special times or events e.g. birthday, Christmas, christening Begin to compare and contrast characters in stories set in the past 	<ul style="list-style-type: none"> Recognise the difference between the past and present ways of life. Know and recount episodes from events in the past Discuss simple reasons why events happened. 	<ul style="list-style-type: none"> Find differences between ways of life at different times Recount and give reasons for why events happened in the past. Know how events and people in the past caused change 	<ul style="list-style-type: none"> Find out about the everyday lives of people in the time studied Compare with our life today Identify reasons for and results of people’s actions Understand why people might have wanted to do something 	<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 time studied Offer a reasonable explanation for some events 	<ul style="list-style-type: none"> Study different aspects of different people- differences between men and women Examine causes and results of great events and the impact on people Compare life in early and late '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, recognising that not everyone shares the same views and feelings Compare beliefs and behaviour with another time studied Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation Know key dates, characters and events of time studied

Interpretations of history	<ul style="list-style-type: none"> Look at photographs of parents and grandparents when they were young 	<ul style="list-style-type: none"> Understand the past through settings, characters and events encountered in books read in class and storytelling Know that there are ways to find out about their past, such as asking their parents or looking at photographs 	<ul style="list-style-type: none"> Use books to encourage children to find facts about past events. Compare pictures or photos of people or events in the past 	<ul style="list-style-type: none"> Use books to encourage children to distinguish between fact and fiction. Discuss how photos can help us understand people or events in the past. 	<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 versions of the same story Look at representations of the period – museum, cartoons etc 	<ul style="list-style-type: none"> Look at the evidence available Begin to evaluate the usefulness of different sources Use text books and historical knowledge 	<ul style="list-style-type: none"> Compare accounts of events from different sources – fact or fiction Offer some reasons for different versions of events 	<ul style="list-style-type: none"> Link sources and work out how conclusions were arrived at Consider ways of checking the accuracy of interpretations – fact or fiction and opinion Be aware that different evidence will lead to different conclusions Confidently use a collection of books and internet for research
Historical enquiry	<ul style="list-style-type: none"> Look at photographs to find out about their past 	<ul style="list-style-type: none"> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Look at sources such as photos and artefacts. 	<ul style="list-style-type: none"> Look at different sources from the past eg artefacts, photos, books, videos. 	<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 	<ul style="list-style-type: none"> Use a range of sources to find out about a period eg books, photographs, artefacts, videos, written recordings, internet etc. Observe small detail: artefacts, pictures Select and record information relevant to the study 	<ul style="list-style-type: none"> Use evidence from sources to build up a picture of a past event eg books, photographs, artefacts, videos, written recordings, internet etc. Choose relevant material to present a picture of one aspect of life in time past Ask a variety of questions 	<ul style="list-style-type: none"> Know the difference between primary and secondary sources Use evidence from sources to build up a picture of a past event eg books, photographs, artefacts, videos, written recordings, internet etc. Select relevant sections of information from varying sources 	<ul style="list-style-type: none"> Identify primary and secondary sources Use a range of sources to find out about an aspect of time past Suggest omissions and the means of finding out Bring knowledge gathered from several sources together in a fluent account
Communication	Talk about things that are important to them	Talk about the past through their own experiences.	Discussion Visits Drawing and annotating pictures and photographs Role play Sorting Making models Timelines Writing Using books Listening to audio/ peoples own experiences Artefacts		Discussion Visits Drawing and annotating pictures Drama Sorting, Venn diagram Making models Timelines Writing Using information and communication technology Photographs		Discussion Visits Drawing and annotating pictures Drama Sorting, Venn diagram Making models Timelines Writing Select and organise information to produce structured written /annotated work, making appropriate use of dates, terms and evidence. Using information and communication technology Photographs	