

The following grid shows what history knowledge and skills are being taught in each year group at Lapage. Teachers use creative approaches and make links to other subjects being taught in order to make learning more exciting and purposeful for children.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>In the Early Years and Foundation Stage (EYFS 0-5) we focus on children's developmental stages leading to the Early Learning Goals. Children learn and develop through a play based curriculum. They explore and communicate their understanding of past and present events through talking about familiar experiences relating to them, their family and friends e.g. 'Yesterday I went to the park with...' 'I was a baby then, now I am.....' They listen to and re-tell familiar stories using simple language to describe the sequence of events.</p>	<p>Describe things that happened to themselves and other people in the past.</p> <p>Recall some facts about people/events before living memory</p> <p>Say why people may have acted the way they did.</p> <p>Look at objects from the past and ask questions e.g. "What were they used for?" and try to answer.</p> <p>Use words and phrases such as: then, now, yesterday, last week, when I was younger, a long time ago, a very long</p>	<p>-Understand and use the words past and present when telling others about an event.</p> <p>-Recount changes in their own life over time.</p> <p>-Use a timeline to place important events</p> <p>-Use information to describe the past.</p> <p>Describe the differences between then and now.</p> <p>-Look at evidence to give and explain reasons why people in the past may have acted in the way they did.</p> <p>-Recount the main events from a significant event in history.</p> <p>-Identify different ways in which the past is represented.</p>	<p>-Use a timeline to place historical events in chronological order (BC and AD). Describe dates of and order significant events from the period studied.</p> <p>-Use evidence to describe the culture and leisure activities from the past, 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.</p> <p>-Explore the idea that there are different accounts of history.</p> <p>-Use a range of sources as evidence (e.g. internet, databases, pictures, photographs, music, artefacts, historic buildings and visits to museums and galleries.</p>	<p>-Order significant events and dates on a timeline (BC and AD). Describe the main changes in a period in history.</p> <p>-Use evidence to compare the lives of people from the past and describe what was important to them. Describe the affect/influence on life today.</p> <p>-Describe similarities and differences between people, events and artefacts studied.</p> <p>-Know that people in the past represent events or ideas in a way that persuades others.</p> <p>-Collect evidence about the past using different sources (e.g. archive materials, internet, photographs, visits to museums etc.).</p>	<p>-Order significant events, movements and dates on a timeline (BC and AD). Describe the main changes in a period in history.</p> <p>-Choose reliable sources of information to find out about the past and evaluate. Give own reasons why changes may have occurred, backed up by evidence.</p> <p>-Describe similarities and differences between some people, events and artefacts studied.</p> <p>Describe how historical events studied affect/influence life today.</p> <p>-Make links between some of the features of past societies.</p> <p>-Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.</p> <p>-Use a variety of sources of information to collect evidence about the past.</p> <p>-Choose reliable sources of evidence to answer questions,</p>	<p>-Order significant events, movements and dates on a timeline. Identify and compare changes within and across different periods. Give reasons why changes may have occurred, with evidence.</p> <p>-Understand how some historical events occurred concurrently in different locations.</p> <p>-Choose reliable sources of information to find out about the past and evaluate.</p> <p>-Describe similarities and differences between some people, events and artefacts studied, and their affect/influence on life today.</p> <p>-Make links between some of the features of past societies.</p> <p>-Know there are different points of view about the past and that this can affect interpretation.</p> <p>-Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.</p>

Progression sheet

	<i>time ago, before I was born.</i>	<i>-Ask questions about the past.</i>	<i>-Ask questions and find answers about the past.</i>	<i>- Ask questions and find answers about the past.</i>	<i>-Investigate own lines of enquiry by posing questions to answer.</i>	<i>-Use a variety of sources of information to collect evidence about the past. -Choose reliable sources of evidence to answer questions. -Investigate own lines of enquiry by posing questions to answer.</i>
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