



Progression in History



	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Curriculum Objectives	<p>ELG: To understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>ELG: To talk about the lives of the people around them and their roles in society.</p> <p>ELG: To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>			<ul style="list-style-type: none">• To know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.• To know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.• To gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.• To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.• To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.• To gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	<p>Autumn 1: Marvellous Me Sequence events in their lifetime.</p> <p>Autumn 1: Marvellous Me Understand their family tree through living relatives.</p>	Sequence events or objects in chronological order	<p>Sequence artefacts closer together in time</p> <p>Sequence events and photos from different periods in a person's life</p> <p>Describe key moments in significant lives and events</p>	<p>Place period studied on a time line</p> <p>Sequence events or artefacts using dates related to the passing of time</p>	<p>Place events from period studied on a time line</p> <p>Use terms related to the period and begin to date events</p> <p>Understand more complex terms e.g. BCE/AD</p>	<p>Place current study on time line in relation to other studies</p> <p>Create a timeline of key events within period studied</p> <p>Know and sequence key events of time studied</p> <p>Use relevant terms and periods labels</p> <p>Relate current studies to previous studies</p> <p>Make comparisons between different times in history</p>	<p>Place current study on time line in relation to other studies</p> <p>Create a timeline of key changes within a theme over a long period of time.</p> <p>Sequence up to ten events on a time line</p> <p>Use relevant dates and terms</p>
Historical Knowledge	<p>Spring 1: Superheroes Use stories and pictures to recognise how everyday items have changed over time.</p>	Recognise the difference between past and present in their own and other's lives	Recognise why people did things, why events happened and what happened as a result	<p>Find out about the everyday lives of people in time studied</p> <p>Compare life in time studied with our life today</p>	<p>Use evidence to reconstruct life in time studied</p> <p>Identify key features and events within time studied</p>	<p>Identify triumphs and challenges of different social groups, e.g gender, race, age,</p> <p>Examine causes and results of</p>	Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings

		<p>Know and recount episodes from stories about the past</p> <p>Use artefacts and photos to recognise how everyday items have changed over time</p>	<p>Identify differences between ways of life at different times</p>	<p>Identify causes and consequences of people's actions</p> <p>Understand reasons why people may have wanted to do something</p>	<p>Look for continuity and change within time studied.</p> <p>Offer a reasonable explanation for some events in the past</p>	<p>significant events and the impact on people</p> <p>Compare life in early and late of the times studied</p> <p>Compare an aspect of life with the same aspect in another period</p> <p>Know key dates, characters and events of time studied</p>	<p>Compare beliefs and behaviour over time or with another time studied</p> <p>Write explanations of a past event in terms of cause and effect using evidence to support and illustrate their claims</p> <p>Know dates of some key periods in British History since the Stone Age</p>
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<p>Interpretations of History</p>	<p>Autumn 1: Marvellous Me Spring 1: Superheroes Summer 1: Dinosaurs Summer 2: Seaside Holidays Use stories to encourage children to identify continuity and change.</p>	<p>Use stories to encourage children to distinguish between fact and fiction</p> <p>Compare adults talking about the past</p> <p>Consider the reliability of memories</p>	<p>Compare two versions of a past event</p> <p>Compare pictures or photographs of people or events in the past</p> <p>Discuss the reliability of photos, accounts and stories</p>	<p>Identify and give reasons for the different ways in which the past is represented</p> <p>Distinguish between different sources</p> <p>Compare different versions of the same story</p> <p>Look at different representations of a period e.g. museum, cartoons</p>	<p>Use the evidence available to make a sensible judgement</p> <p>Begin to evaluate the usefulness of different sources</p> <p>Use books and the internet to ascertain historical knowledge</p>	<p>Compare accounts of events from different sources</p> <p>Give thoughtful reasons for the differing versions of events</p> <p>Effectively use books and the internet to ascertain historical knowledge</p>	<p>Link sources and work out how conclusions were drawn</p> <p>Consider the ways of checking the accuracy of interpretations</p> <p>Be aware that different evidence will lead to different conclusions</p> <p>Confidently use books and the internet to ascertain historical knowledge</p>
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<p>Historical Enquiry</p>	<p>Summer 1: Superheroes Summer 2: Seaside Holidays Suggest possible uses of everyday items from the past and present using artefacts or photographs</p>	<p>Find answers to simple questions about the past from sources of information e.g. artefacts</p>	<p>Use a source to answer questions about the past on the basis of simple observations</p>	<p>Use a range of sources to find out about a period</p> <p>Observe small details in artefacts and pictures</p> <p>Select and record information relevant to the study</p> <p>Begin to use the library and internet for research</p>	<p>Use evidence to build up a picture of a past event</p> <p>Choose relevant material to present on one aspect of life in the past.</p> <p>Ask a variety of questions</p> <p>Use the library and internet for research purposes</p>	<p>Begin to identify primary and secondary sources</p> <p>Use evidence to construct a narrative of a past event</p> <p>Find relevant sections of information when using books and internet for research</p> <p>Use the library and internet for research with increasing confidence</p>	<p>Recognise primary and secondary sources</p> <p>Use a range of sources to find out about an aspect of time in the past</p> <p>Confidently use contents pages, indexes, and specific web searches to effectively find relevant sections of information when researching</p> <p>Bring knowledge gathered from several sources together in a fluent account</p>
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<p>Organisation and communication.</p>	<p>Communicate their knowledge through:</p> <ul style="list-style-type: none"> • Discussion • Drawing pictures • Drama and role play • Making models • Creating a museum • Simple written accounts and labels • Using ICT • Creating timelines • Creating a display • Sorting photographs & objects 	<p>As in previous years plus:</p> <ul style="list-style-type: none"> • Verbal recall of knowledge • Written accounts • Effective questioning • Selecting and organising relevant knowledge • Presentations 	<p>As in previous years plus:</p> <ul style="list-style-type: none"> • Create structured accounts by selecting and organising the relevant information. • Make appropriate use of key dates within and across a time period.
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