

History Progression

Years EYFS- Year 6

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	<ul style="list-style-type: none"> ● Use everyday language related to time such as now, next, today, tomorrow, yesterday, ● Order and sequence familiar events ● Describe main story settings, events and principal characters. ● Talk about past and present events in their own lives and in lives of family members 	<ul style="list-style-type: none"> ● Sequence 3 or 4 artefacts from distinctly different periods of time ● Use words and phrases such as old, new, young, days, months ● Sequence events in their life ● Describe memories of key events in lives ● Recognise the distinction between past and present. 	<ul style="list-style-type: none"> ● Place 3 or 4 events or objects in order using common phrases to show the passing of time (old, new/young, days, months and years). ● Uses additional words and phrases such as before, now, after, later, a long time ago ● Recognise that their own lives are similar/different from the lives of people in the past ● Identify some similarities and differences between ways of life at different 	<ul style="list-style-type: none"> ● Uses timelines to sequence and place events in chronological order ● Place events into different periods using the appropriate historical terminology e.g. decade, century, Roman BC, AD, CE, BCE etc. ● Use dates and terms related to the study unit and passing of time 	<ul style="list-style-type: none"> ● Place events from period studied on timeline ● Use terms related to the period and begin to date events ● Recognise historical events as a coherent, chronological narrative from the earliest times to the present day ● Explore main events, situations, changes and links within (and across) different periods e.g. differences/similarities between clothes, food, buildings or transport 	<ul style="list-style-type: none"> ● Sequence events and periods using appropriate terms e.g. chronology, legacy, continuity, change, trends ● Identify where people, places and periods fit into a chronological framework by analysing connections, changes, trends and contrasts over time 	<ul style="list-style-type: none"> ● Place current study on timeline in relation to other studies ● Use relevant dates and terms ● Describe and make links between main events, situations and changes within and across different periods of time, as well as between short- and long-term time-scales
Communication	<ul style="list-style-type: none"> ● Extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words. ● Record, using marks they can interpret and explain 	<ul style="list-style-type: none"> ● Describe special or significant events in their own lives ● Demonstrate simple historical concepts and events through speaking, role-play, and picture stories ● Retell simple stories about people and events from the past 	<ul style="list-style-type: none"> ● Use historical concepts such as now/then and same/different when making simple connections and noting contrasts ● Talk about who/what was significant/important in a simple historical account ● Choose and use parts of stories and other sources to show understanding ● Annotate photographs 	<ul style="list-style-type: none"> ● Present findings about the past using dates and terms with increasing accuracy ● Discuss different ways to represent information for different purposes 	<ul style="list-style-type: none"> ● Present findings about the past using dates and terms correctly ● Recall, select and organise historical information appropriately ● Uses subject specific vocabulary accurately ● Produce own accounts that make some connections and describe some contrasts 	<ul style="list-style-type: none"> ● Presents structured and organised findings about the past ● Uses dates and terms accurately ● Chooses the most appropriate way to present information to a specific audience ● Recall, select and organise historical information appropriately ● Records and communicates work independently and in groups, showing initiative 	<ul style="list-style-type: none"> ● Produce structured work that makes connections, provides contrasting evidence and analyses trends ● Makes use of different ways of presenting information. Choosing the most appropriate way to present information e.g. written explanation, tables, charts, labelled diagrams. ● Present answers to historical questions and hypotheses by selecting and organising relevant information using appropriate dates and terms. ● Uses a variety of ways to communicate knowledge and understanding

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Enquiry, interpretation and using sources	<ul style="list-style-type: none"> Be curious about people and show interest in stories Answer ‘how’ and ‘why’ questions ... in response to stories or events. Explain own knowledge and understanding, and asks appropriate questions. Know that information can be retrieved from books and computers 	<ul style="list-style-type: none"> Asks questions related to objects and historical sources Use sources to answer simple questions about the past e.g. which object is older? How do we know? Identify some of the basic ways the past can be represented e.g. through pictures 	<ul style="list-style-type: none"> Uses a source to answer simple questions about the past Uses a source to ask questions e.g. why, what, who, how, where? Begins to assess the effectiveness of sources Consider why things may change over time Recognise some of the reasons why people in the past acted as they did. Ask questions e.g. what was different..? Choose parts of stories and other sources to show what they know about significant people and events 	<ul style="list-style-type: none"> Recognise that our knowledge of the past is constructed from primary and secondary sources of evidence Begins to use evidence to build up a picture of a past event Suggests sources of evidence to use to help to answer questions. Uses a range of sources, observing small details e.g. internet, library, artefacts and visits to collect information about the past Recognise how sources of evidence are used to make historical claims. Ask questions such as, ‘What might this tell us about.. 	<ul style="list-style-type: none"> Uses and suggests sources of evidence to build up a picture of a past event to help answer a variety of questions e.g. library and internet Recognise that different versions of past events may exist Recognise why some events happened and what happened as a result. Ask questions such as, ‘Why did..?’ ‘What were the effects..?’ Identify historically significant people and events in different situations 	<ul style="list-style-type: none"> Use a wide range of sources as a basis for research to answer questions Begins to address historically valid questions about change and continuity, cause and consequence, similarity and difference, and significance Recognise how our knowledge of the past is constructed from a range of different sources Describe the results of historical events, situations and changes Uses relevant sections of sources to find information Uses the library and internet for research with increasing confidence. Recognise that some events, people and changes are judged as more historically significant than others 	<ul style="list-style-type: none"> Use a wide range of sources as a basis for research to answer questions and to test hypotheses Regularly address and sometimes devise historically valid questions about change and continuity, cause and consequence, similarity and difference, and significance. Ask questions such as, ‘How did life change..?’ ‘Why do we remember..?’ ‘Why do people disagree..?’ Give some reasons for contrasting arguments and interpretations of the past Evaluate sources and make inferences Choose relevant sources of evidence to support particular lines of enquiry – evaluating the usefulness and accuracy of evidence Selects the most appropriate sources of evidence for a particular task Begins to form own opinions, referring to knowledge gathered from several sources together in a fluent account
Events, people and changes	<ul style="list-style-type: none"> Talk about the lives of people around them and their roles in society To describe some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class To understand the past through settings, characters and events encountered in books read in class and storytelling 	<ul style="list-style-type: none"> To describe changes within living memory (Grandparents) To talk about events beyond living memory which are significant nationally or globally (Great Fire of London) To be able to discuss the lives of significant individuals in the past who have contributed to national and international achievements (Queen Elizabeth 1 and Queen Victoria) 	<ul style="list-style-type: none"> To describe significant historical events, people and places in the pupils’ own locality (Our School) To describe the lives of significant individuals in the past who have contributed to national and international achievements (Learie Constantine) To discuss events beyond living memory (Seaside– Victorian Era) 	<ul style="list-style-type: none"> To recognise changes in Britain from the Stone Age to the Iron Age To describe the significance of the Lancashire Cotton Mills for the local area (A local history study) To know about the Roman Empire and its impact on Britain 	<ul style="list-style-type: none"> To describe the key events in the Pendle Witch Trials and the significance of these for the local area (Pendle Witches- local history) To discuss the achievements, key events and impact of Ancient Egypt on society today To discuss an overview of the achievements of the earliest civilisations To describe about the events and significance of the Great Plague (A study or theme in British History that extends pupils’ chronological knowledge beyond 1066) 	<ul style="list-style-type: none"> To describe Britain’s settlement by Anglo-Saxons and Scots To describe how WW1 affected parts of the world and different people, including people in the locality To describe Greek life and achievements and their influence on the western world (Ancient Greeks) 	<ul style="list-style-type: none"> To describe the key events and the significance of the Early Islamic Civilisation (A non-European society that provides contrasts with British history) To describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor