

History Progression

Historical knowledge						
Sequencing the past/ Chronology						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To develop an understanding of the past, using the chronological framework of pupils lives so far and our school.	To identify relevant features of places and people within the immediate locality.	To briefly describe features of events within the locality.	To identify details from several themes, societies, events and significant people in local, national and global history.	To identify details from local, national and global history to demonstrate some awareness of themes, societies, events and people.	To provide overviews of the most significant features of different themes, individual, societies and events covered.	To demonstrate a chronologically secure knowledge and understanding of British, local and world history.
To talk about past and present events in their own lives.	To sequence objects, people and/or events and place on a timeline in chronological order.	To sequence objects, people and events on a timeline in chronological order.	To understand where the time studied fits on a timeline and place accordingly using BCE and CE.	To place significant dates/events from the period studied onto a timeline.	To create a timeline to show an awareness of significant dates, using relevant period labels.	To use dates and relevant labels on a timeline to demonstrate a chronologically secure knowledge and understanding of British, local and world history.
Historical concepts						
Similarities and difference/continuity and change, significance, cause and consequence						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To notice changes within their lives and their school.	To identify a few changes, similarities and differences occurring within our local area.	To identify a range of changes, similarities and differences between ways of life in different time periods.	To make valid statements about the main similarities, differences and changes occurring within different time periods.	To compare ways of life in different time periods and explain why there are differences.	To compare ways of life and give reasons for the differences bases on understanding of the time period.	To make connections, draw contrasts and analyse trends over time.
	To identify why some places, people or events are significant in history.	To identify that significant places, people or events have an impact locally, nationally and internationally.	To comment on why some aspects of historical accounts, themes or periods are significant.	To explain why aspects of a historical event, development, society or person were significant.	To evaluate why particular aspects of a historical event, development, society or person were of particular significance.	
	To identify a relevant cause for, and consequence of events covered.	To identify a few relevant causes and consequences from the main events covered.	To describe some relevant causes and consequences for some of the key events and	To comment on the importance of causes and consequences for some of the key	To place valid causes and consequences in order of importance relating to events and developments,	To explain the role and significance of different causes and consequences of a

			developments covered.	events and developments within topics.	and give valid reasons for their choices.	range of events and developments.
Historical enquiry						
Questioning						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To ask simple questions about people or events.	To ask and answer simple historical questions about the past.	To ask and answer appropriate historical questions.	To ask historical questions and use a variety of sources of evidence to answer questions.	To ask historically valid questions and use sources of information (beyond simple observations) to answer historical questions.	To answer and devise own historically valid questions about change, cause, similarity and difference and significance.	To independently address and devise historically valid questions about change, cause, similarity and difference, and significance. To construct informed responses that involve careful selection and organisation of relevant historical information.
Using sources as evidence						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To use photos and first-hand accounts to find out about the past.	To use photos, first-hand accounts and historical maps to find out about the past.	To use photos, first-hand accounts, historical maps and artefacts (real and replica) to find out about the past and identify different ways it is represented.	To use photos, first-hand accounts, historical maps, artefacts (real and replica), paintings, diary entries and census data to find out about the past.	To develop an understanding of the difference between primary and secondary sources.	To know that some sources present a bias and/or are unreliable.	To understand how our knowledge of the past is constructed from a range of sources and evaluate a source before drawing a historical conclusion.
Vocabulary and communication						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use simple words to describe the passing of time e.g. today, yesterday, tomorrow, day, week, then, now, before I was born/started school,	To use common words and phrases related to the passing of time e.g. last week, before, after next, similarities, differences, change, significance, significant person, living memory,	To use a variety of common words and phrases related to the passing of time e.g. recently, century, decade, during, historical, modern, years ago,	To use appropriate historical terms and vocabulary e.g. ancient, BC/AD, BCE/CE, era, time period, chronology, archive, research, newspaper,	To use and understand appropriate historical terms and vocabulary e.g. millennium, effects, conquest, conquer, conqueror, enemies,	To demonstrate appropriate use of historical terms and vocabulary e.g. emperor, trade, bartering, import, export, impact, bias, unreliable, evaluate,	To confidently demonstrate appropriate use of historical terms and vocabulary e.g. citizen, cultural, culture, social, government,

a long time ago, old, new, same, different, clues, memories, past, present, future, picture, photo, story, object, timeline, change, historian	beyond living memory, contribution, event, queen, photograph, historical maps, sequence, local, locality, chronological, first-hand account	cause, account, artefact (real and replica), source, evidence, opinion, research, national, international, globally, construction, architecture, architect, church, cathedral, Christianity	discoveries, eye witness, reliable, diary, census, exhibition, museum, curate, curating, curator, consequence, archaeology, archaeologist, primary source, secondary source, continuity	invasion, raids, settlements, resistance, prehistory, stone age, bronze age, iron age, civilisation, hunter gatherer, achievement, Anglo-Saxon, Norman, empire, kingdom	revolt, invasion, drought, disease, over-farming	parliament, political, war, excavate, peace, critically, perspective, interpretation, analyse, stereotype, propaganda, conclusion, refugee, persecution, allied, holocaust, allies, kindertransport
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