

History Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical knowledge	<ul style="list-style-type: none"> Identify some similarities/differences between ways of life at different times Talk about how the lives of my parents/grandparents were different than today 	<ul style="list-style-type: none"> Begin to describe similarities and differences in artefacts Question why people did things in the past Use a range of sources to find out characteristic features of the past 	<ul style="list-style-type: none"> Find out about people and events in other times Confidently describe similarities and differences of collections of artefacts 	<ul style="list-style-type: none"> Find out about everyday lives of people in time Compare with our life today Identify reasons for and results of peoples actions Show an understanding of why people may have had to do something Study change through the lives of significant individuals 	<ul style="list-style-type: none"> Use evidence to reconstruct life in time studied Identify key features and events Identify links and effects in time studied Offer reasonable explanation for some events Develop a broad understanding of ancient civilisations 	<ul style="list-style-type: none"> Study different aspects of life 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 period 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 a time studied Compare and contrast ancient civilisations
Chronology	<ul style="list-style-type: none"> Talk about own family and know how they are similar/different to others Develop an understanding of things were different in the past and know things happened before they were born Fit people/events (3) onto a chronological framework Use simple language that relates to the passing of time 	<ul style="list-style-type: none"> Sequence events or objects in chronological order 	<ul style="list-style-type: none"> Sequence artefacts closer together in time Sequence events Sequence photos etc; from different periods of their life Describe memories of key events in their lives 	<ul style="list-style-type: none"> Place the time studied onto a timeline Sequence events or artefacts Use dates related to the passing of time 	<ul style="list-style-type: none"> Place events studied from the places studied onto a time line Use terms related to the time period and begin to date events Understand more complex terms e.g BC/AD 	<ul style="list-style-type: none"> Place current studies on a timeline in relation to other studies Sequence key events of time studied Use relevant terms and periods labels Relate current studies to previous studies Make comparisons between different times in history 	<ul style="list-style-type: none"> Place a current study on timeline in relation to other studies Use relevant dates and terms Sequence several events on a time line
Interpretation of History	<ul style="list-style-type: none"> Beginning to identify ways in which the past is represented through artefacts, photographs and stories. 	<ul style="list-style-type: none"> Begin to identify different ways to represent the past (e.g photos, stories, adults talking about the past) 	<ul style="list-style-type: none"> Compare pictures or photographs of people or events in the past Identify different ways to represent 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 and evaluate their usefulness Study representations of the period 	<ul style="list-style-type: none"> Look at the evidence available Begin to evaluate the usefulness of different sources Use a wide range of sources as well as own historical knowledge 	<ul style="list-style-type: none"> Compare accounts from events from different sources 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 Aware that different evidence will lead to different conclusions

Historical enquiry	<ul style="list-style-type: none"> • Know that some things are from the past and were used before they were born e.g. the telephone, quill and old bicycle. Can answer 'how' and 'why' questions • Ask simple questions about artefacts 	<ul style="list-style-type: none"> • Sort artefacts 'then' and 'now' • Use as wide a range of sources as possible • Answer questions related to different sources 	<ul style="list-style-type: none"> • Ask why, what, who, how and where questions and find answers to them • Sequence a collection of artefacts • Use timelines • Discuss the effectiveness of a source 	<ul style="list-style-type: none"> • Use a range of sources to find out about a time period • Observe small details – artefacts/pictures • Select and record information relevant to the study • Use a range of sources for research • Ask and answer questions 	<ul style="list-style-type: none"> • Use evidence to build up a picture of a past event • Choose relevant material to present a picture of one aspect of life in time past • Ask a variety of questions to deepen understanding 	<ul style="list-style-type: none"> • Begin to identify primary and secondary sources • Use evidence to build up a picture of life in time studied • Select relevant sections of information • Confident in the use of book and e-learning for research 	<ul style="list-style-type: none"> • Recognise and use 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 gathering from several sources together in a fluent account
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