



History Progression

EYFS							
<p align="center">EYFS Understanding the World Educational Programme (Statutory)</p> <p align="center"><i>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</i></p> <p>ELG: Understanding the World (Past and Present)</p> <p>Talk about the lives of people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>							
Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To understand chronology		Place events, objects and significant individuals in chronological order. Recount changes that have occurred in their own lives. Use dates where appropriate. Know how to use terms such as before/after, old/new correctly.	Place events, periods, significant individuals and artefacts in order on a timeline. Label timelines with words or phrases such as past, present, older and newer. Know how to use vocabulary to describe the sequence of events: first, next, then, finally, a long time	Know how to locate and place key events, periods, significant individuals and artefacts on a timeline: Use dates and terms to describe events. Understand more complex terms e.g. BC/AD, century, ancient	Know how to locate and place key events, periods, significant individuals and artefacts on a timeline: Understand the concept of change over times, representing this, along with evidence, on a timeline. Understand more complex terms e.g. decade, modern, millennium	Know how to locate and place key events, periods, significant individuals and artefacts on a timeline: Describe the main changes in a period of history (using terms such as social, religious, political, technological and cultural). Identify periods of rapid change in history and contrast them with times of relatively little change.	Know how to locate and place key events, periods, significant individuals and artefacts on a timeline: Describe the main changes in a period of history (using terms such as social, religious, political, technological and cultural). Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.

			ago, more/less than 100 years ago.			Know that CE and BCE can be used instead of AD and BC	Know the relationship between date and century (e.g. dates starting from 100AD are 2 nd century)
To build an overview of world history		Describe historical events. Describe significant people from the past.	Describe historical events. Describe significant people from the past. Recognise that there are reasons why people in the past acted as they did.	Give a broad overview of life in Britain from ancient to medieval times. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Understand why people may have had to do something. Study change through the lives of significant individuals (e.g. Romans- Julius Caesar)	Compare some of the times studied with those of other areas of interest around the world. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Describe the social, ethnic, cultural or religious diversity of past society.	Give a broad overview of life in Britain and some major events from the rest of the world. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Describe the social, ethnic, cultural or religious diversity of past society.	Identify continuity and change in the history of the locality of the school. Compare some of the times studied with those of the other areas of interest around the world. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Describe the social, ethnic, cultural or religious diversity of past society.
To recognise cause and consequence		To know the cause of an event	To know the cause of an event	To know the cause and consequence of events from this year	To know the cause and consequence of events from this year and previous periods studied.	To know the cause and consequence of events studied from this year and previous years and to be able to provide an explanation.	To know the cause and consequence of events studied from this year and previous years and to be able to provide an explanation.
To know the significance of individuals,	To know the importance of family	To know the names of significant individuals and explain why they are significant.	To know the names of significant individuals and	To know the significance of important events, places or people and	To know the significance of important events, places or people and	To know, make links and draw comparisons between some	To know, make links and draw comparisons between some important events, places and people.

events and places	<p>significant individuals</p> <p>To know the importance of events in their lives</p> <p>To know the importance of buildings.</p>		<p>explain why they are significant.</p>	<p>explain why they are significant.</p>	<p>explain why they are significant.</p>	<p>important events, places and people.</p>	
To investigate and interpret the past		<p>Begin to identify different ways the past has been represented (e.g. photos, stories, adults talking about the past, artefacts).</p> <p>Ask questions such as what was it like for people? What happened?</p> <p>Use artefacts, pictures, stories and online sources to find out about the past.</p>	<p>Observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>Ask questions such as what was it like for people? What happened? How long ago?</p> <p>Identify different ways the past has been represented.</p> <p>Use artefacts, pictures, stories, online sources and databases to find out about the past.</p>	<p>Use evidence to ask questions and find answers to questions about the past.</p> <p>Suggest suitable sources of evidence for historical enquiries.</p> <p>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</p> <p>Begin to use the library, e-learning for research.</p>	<p>Use evidence to ask questions and find answers to questions about the past.</p> <p>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>Show an awareness of the concept of propaganda.</p> <p>Suggest causes and consequences of some of the main events and changes in history.</p> <p>Use the library, e-learning for research.</p>	<p>Use sources of evidence to deduce information about the past.</p> <p>Select suitable sources of evidence, giving reasons for choices.</p> <p>Understand that no single source of evidence gives the full answer to questions about the past.</p> <p>Confidently use the library and e-learning to research.</p>	<p>Use sources of information to form testable hypotheses about the past.</p> <p>Seek out and analyse a wide range of evidence in order to justify claims about the past.</p> <p>Refine lines of enquiry as appropriate.</p> <p>Confidently use the library and e-learning to research and compare accounts.</p>

<p>To communicate historically</p>		<p>Use words and phrases such as:</p> <ul style="list-style-type: none"> • a long time ago • recently • when my parents/carers were children <p>Begin to show an understanding of concepts such as:</p> <ul style="list-style-type: none"> • monarchy • nation and a nation's history 	<p>Use words and phrases such as:</p> <ul style="list-style-type: none"> • a long time ago • recently • when my parents/carers were children • years and centuries to describe the passing of time <p>Further develop an understanding of concepts such as:</p> <ul style="list-style-type: none"> • monarchy • nation and a nation's history • parliament • democracy 	<p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> • dates • time period • era • change • chronology • years, centuries and decades to show the passing of time <p>Further develop an understanding of concepts such as:</p> <ul style="list-style-type: none"> • monarchy • nation and a nation's history • parliament • democracy • conflict • civilisation • beliefs <p>Use literacy, numeracy and computing skills, with some guidance, in order to communicate information about the past.</p>	<p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> • dates • time period • era • change • chronology • years, centuries and decades to show the passing of time • society • culture <p>Further develop an understanding of concepts such as:</p> <ul style="list-style-type: none"> • monarchy • nation and a nation's history • parliament • democracy • conflict • civilisation • beliefs • settlement • trade <p>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>	<p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • society • legacy <p>Consolidate understanding of a range of historical concepts and begin to compare across different time periods and parts of the world.</p> <p>Use literacy, numeracy and computing skills to a high standard in order to communicate information about the past.</p>	<p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • society • culture • legacy <p>Consolidate understanding of a range of historical concepts and begin to compare across different time periods and parts of the world.</p> <p>Use literacy, numeracy and computing skills to a high standard in order to communicate information about the past.</p> <p>Use original ways to present information and ideas.</p>
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