



History Progression

EYFS

ELG 13 - People and Communities

Talk about past and present events in their own lives and the lives of family members.

ELG 14 - The World

Know about similarities and differences in relation to places, objects, materials and living things.

Begin to understand basic chronology.

Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To understand chronology	Place events or objects in chronological order. Recount changes that have occurred in their own lives. Use dates where appropriate.	Place events, objects and artefacts in order on a timeline. Label timelines with words or phrases such as past, present, older and newer. Recount changes that have occurred in their own lives. Use dates to describe periods in history.	Place events, artefacts and historical figures on a timeline using dates. Use dates and terms to describe events. Understand more complex terms e.g. BCE/AD.	Place events, artefacts and historical figures on a timeline using dates. Understand the concept of change over times, representing this, along with evidence, on a timeline. Understand more complex terms e.g. BCE/AD.	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. Use dates and terms accurately in describing events.	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. Use dates and terms accurately in describing events.
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	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.	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.	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

			<p>men, women and children. Understand why people may have had to do something.</p> <p>Study change through the lives of significant individuals (e.g. Romans- Julius Caesar)</p>	<p>Describe the social, ethnic, cultural or religious diversity of past society.</p>	<p>Describe the social, ethnic, cultural or religious diversity of past society.</p>	<p>ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p>
<p>To investigate and interpret the past</p>	<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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