

History Progression Overview

EYFS

Understanding the World - Past and Present

Talk about the lives of the people around them and their roles in society.

T1: Me and my community

T1: Marvellous machines

T1: Starry night

T3: Animal safari

T3: Sunshine and Flowers

T3: On the beach

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

T1: Me and my community & Let's Explore

T1: Marvellous machines

T1: Starry night

T2: Long Ago

T2: Once upon a Time

T2: Dangerous Dinosaurs

T2: Ready, Steady, Grow!

T3: On the Beach

Understand the past through settings, characters and events encountered in books read in class and storytelling.

T1: Let's Explore

T1: Starry night

T2: Long Ago

T2: Once upon a Time

T2: Dangerous Dinosaurs

T2: Ready, Steady, Grow!

T3: Big wide world

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	KS1	LKS2	UKS2
National Curriculum Objectives	<p><u>Historical Interpretations</u></p> <p>Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Children can:</p> <ul style="list-style-type: none"> start to compare two versions of a past event; observe and use pictures, photographs and artefacts to find out about the past; start to use stories or accounts to distinguish between fact and fiction; explain that there are different types of evidence and sources that can be used to help represent the past. 	<p><u>Historical Interpretations</u></p> <p>Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Children can:</p> <ul style="list-style-type: none"> look at more than two versions of the same event or story in history and identify differences; investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. 	<p><u>Historical Interpretations</u></p> <p>Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Children can:</p> <ul style="list-style-type: none"> find and analyse a wide range of evidence about the past; use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; consider different ways of checking the accuracy of interpretations of the past; start to understand the difference between primary and secondary evidence and the impact of this on reliability; show an awareness of the concept of propaganda; know that people in the past represent events or ideas in a way that may be to persuade others; begin to evaluate the usefulness of different sources.
	<p><u>Historical Investigations</u></p> <p>Children should ask and answer questions, using other sources to show that they know and understand key features of events.</p> <p>Children can:</p> <ul style="list-style-type: none"> observe or handle evidence to ask simple questions about the past; observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; choose and select evidence and say how it can be used to find out about the past. 	<p><u>Historical Investigations</u></p> <p>Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Children can:</p> <ul style="list-style-type: none"> use a range of sources to find out about the past; construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; gather more detail from sources such as maps to build up a clearer picture of the past; regularly address and sometimes devise own questions to find answers about the past; begin to undertake their own research. 	<p><u>Historical Investigations</u></p> <p>Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Children can:</p> <ul style="list-style-type: none"> recognise when they are using primary and secondary sources of information to investigate the past; use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites; select relevant sections of information to address historically valid questions and construct detailed, informed responses; investigate their own lines of enquiry by posing historically valid questions to answer.
	<u>Chronological Understanding</u>	<u>Chronological Understanding</u>	<u>Chronological Understanding</u>

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	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework.</p> <p>Children can:</p> <ul style="list-style-type: none"> sequence artefacts and events that are close together in time; order dates from earliest to latest on simple timelines; sequence pictures from different periods; describe memories and changes that have happened in their own lives; use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time. 	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Children can:</p> <ul style="list-style-type: none"> sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time; understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt. 	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Children can:</p> <ul style="list-style-type: none"> order an increasing number of significant events, movements and dates on a timeline using dates accurately; accurately use dates and terms to describe historical events; understand and describe in some detail the main changes to an aspect in a period in history
	<p><u>Knowledge and Understanding of Events, People and Changes in the Past</u></p> <p>Pupils should identify similarities and differences between ways of life in different periods. Children should choose and use parts of stories and other sources to show that they know and understand key features of events.</p> <p>Children can:</p> <ul style="list-style-type: none"> recognise some similarities and differences between the past and the present; identify similarities and differences between ways of life in different periods; know and recount episodes from stories and significant events in history; understand that there are reasons why people in the past acted as they did; describe significant individuals from the past. 	<p><u>Knowledge and Understanding of Events, People and Changes in the Past</u></p> <p>Children should note connections, contrasts and trends over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> note key changes over a period of time and be able to give reasons for those changes; find out about the everyday lives of people in time studied compared with our life today; explain how people and events in the past have influenced life today; identify key features, aspects and events of the time studied; describe connections and contrasts between aspects of history, people, events and artefacts studied. 	<p><u>Knowledge and Understanding of Events, People and Changes in the Past</u></p> <p>Pupils should note connections, contrasts and trends over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> identify and note connections, contrasts and trends over time in the everyday lives of people; use appropriate historical terms such as culture, religious, social, economic and political when describing the past; examine causes and results of great events and the impact these had on people; describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.
	<p><u>Presenting, Organising and Communicating</u></p> <p>Pupils should use a wide vocabulary of everyday historical terms.</p> <p>Children can:</p> <ul style="list-style-type: none"> show an understanding of historical terms, such as monarch, parliament, government, war, remembrance; 	<p><u>Presenting, Organising and Communicating</u></p> <p>Pupils should develop the appropriate use of historical terms.</p> <p>Children can:</p> <ul style="list-style-type: none"> use and understand appropriate historical vocabulary to communicate information such as 	<p><u>Presenting, Organising and Communicating</u></p> <p>Pupils should develop the appropriate use of historical terms.</p> <p>Children can:</p> <ul style="list-style-type: none"> know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious;

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	<ul style="list-style-type: none"> talk, write and draw about things from the past; use historical vocabulary to retell simple stories about the past; use drama/role play to communicate their knowledge about the past. 		<ul style="list-style-type: none"> ruled, reigned, empire, invasion, conquer, kingdoms; present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides; start to present ideas based on their own research about a studied period. 		<ul style="list-style-type: none"> present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports; plan and present a self-directed project or research about the studied period. 	
Historical Interpretations	<p>Year 1 Use stories to encourage children to distinguish between fact and fiction.</p> <p>T1: Childhood History</p> <p>Compare adults talking about the past, how reliable are their memories?</p> <p>T1: Childhood History T3: School Days History</p>	<p>Year 2 Compare 2 versions of a past event. T1: Movers and Shakers Compare pictures or photographs of people or events in the past. T1 & T3: Magnificent Monarchs Discuss reliability of photos/accounts/stories. T1 & T3</p>	<p>Year 3 Identify and give reasons for different ways in which the past is represented. T1: Through the Ages Distinguish between different sources and compare different versions of the same story. T3: Emperors and Empires Look at representations of the period through visiting museums, cartoons etc. T1 Through the Ages</p>	<p>Year 4 Look at the evidence available (primary and secondary sources). T1: Invasion Begin to evaluate the usefulness of different sources. T3: Ancient Civilisation Use text books and historical knowledge. T1 & T3</p>	<p>Year 5 Compare accounts of events from different sources; fact or fiction, use primary and secondary sources. T1: Dynamic Dynasties Offer some reasons for different versions of events. T3: Ground-breaking Greeks</p>	<p>Year 6 Link sources and work out how conclusions were arrived at. T3: Britian at War Consider ways of checking the accuracy of interpretations; fact or fiction and opinion. T1: Maffa Be aware that different evidence will lead to different conclusions. T3 Confidently use the library and internet for research T1 & T3</p>
Historical Investigations	<p>Year 1 Find answers to simple questions about the past from sources of information e.g. artefacts.</p>	<p>Year 2 Use a source; observe or handle sources to answer questions about the past on the basis of simple observations.</p>	<p>Year 3 Use a range of sources to find out about a period. T3 Emperors and Empires</p>	<p>Year 4 Use evidence to build up a picture of a past event. T3 Ancient civilisations</p>	<p>Year 5 Begin to identify primary and secondary sources. T1 Dynamic Dynasties & T3</p>	<p>Year 6 Recognise primary and secondary sources. T1 & T3 Use a range of sources to find out about an aspect of time past.</p>

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	T1: Childhood History	T1 Movers and shakers & T3 Magnificent Monarchs	Observe small details; artefacts, pictures. T1 Through the Ages Select and record information relevant to the study. T1 & T3 Emperors and Empires Begin to use the library and internet for research. T1 & T3 Emperors and Empires	Choose relevant material to present a picture of one aspect of life in time past. T3 Ancient civilisations Ask a variety of questions. T1 Invasion & T3 Ancient civilisations Use the library and internet for research. T1 Invasion & T3 Ancient civilisations	Use evidence to build up a picture of a past event. T1 Dynamic Dynasties Select relevant sections of Information. T1 Dynamic Dynasties Use the library and internet for research with increasing confidence. T3	T1 & T3 Suggest omissions and the means of finding out. T3 Bring knowledge gathered from several sources together in a fluent account. T3
Chronological Understanding	Year 1 Sequence events in their life. T3 Sequence 3 or 4 artefacts from distinctly different periods of time. T1 Match objects to people of different ages. T1 & T3	Year 2 Sequence artefacts closer together in time - check with reference book. T3 Sequence photographs etc. from different periods of their life. T1 Describe memories of key events in their lives. T1	Year 3 Place the time studied on a time line. T1 Use dates and terms related to the study unit and passing of time. T3 Sequence several events or artefacts. T1	Year 4 Place events from period studied on time line. T1 Use terms related to the period and begin to date events. T3 Understand more complex terms eg BC/AD. T3	Year 5 Know and sequence key events of time studied. T1 Use relevant terms and period labels. T1 Make comparisons between different times in the past. T1	Year 6 Place current study on time line in relation to other studies. T3 Use relevant dates and terms. T3 Sequence up to 10 events on a time line. T1
Knowledge and Understanding of Events, People and	Year 1 Recognise the difference between past and present in	Year 2 Recognise why people did things, why events happened and what happened as a result.	Year 3 Find out about everyday lives of people in time studied and	Year 4 Use evidence to reconstruct life in time studied. T3	Year 5 Study different aspects of different people; differences	Year 6 Find out about beliefs, behaviour and characteristics of people, recognising that not

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Changes in the Past	<p>their own and others' lives.</p> <p>T1 They know and recount episodes from stories about the past.</p> <p>T3</p>	<p>T1 & T3 Identify differences between ways of life at different times.</p> <p>T3</p>	<p>compare with our life today.</p> <p>T1 & T3 Identify reasons for and results of people's actions.</p> <p>T3 Understand why people may have wanted to do something.</p> <p>T3</p>	<p>Identify key features and events of time studied.</p> <p>T1 Look for links and effects in time studied.</p> <p>T1 Offer a reasonable explanation for some events.</p> <p>T1</p>	<p>between men and women.</p> <p>T3 Examine causes and results of great events and the impact on people.</p> <p>T1 Compare life in early and late 'times' studied.</p> <p>T1 Compare an aspect of life with the same aspect in another period.</p> <p>T1</p>	<p>everyone shares the same views and feelings.</p> <p>T1 Compare beliefs and behaviour with another time studied.</p> <p>T1 Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.</p> <p>T1 & T3 Know key dates, characters and events of time studied.</p> <p>T3</p>
Presenting, Organising and Communicating	<p>Year 1 Communicate knowledge through discussion, drawing pictures, drama/role play, making models, writing, using ICT.</p> <p>T1</p>	<p>Year 2 Communicate knowledge through discussion, drawing pictures, drama/role play, making models, writing, using ICT.</p> <p>T1 & T3</p>	<p>Year 3 Communicate knowledge through discussion, drawing pictures, drama/role play, making models, writing, using ICT.</p> <p>T1 & T3</p>	<p>Year 4 Recall, select and organise historical information.</p> <p>T3 Communicate their knowledge and understanding.</p> <p>T1 & T3</p>	<p>Year 5 Recall, select and organise historical information.</p> <p>T1 Communicate their knowledge and understanding.</p> <p>T1 & T3</p>	<p>Year 6 Select and organise information to produce structured work, making appropriate use of dates and term.</p> <p>T1 & T3</p>