

History Progression Document

	EYFS 1	EYFS 2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	Understand some talk about immediate past and future, e.g. 'before', 'later' or 'soon'.	Use everyday language related to time.	<ul style="list-style-type: none"> • Sequence events within their lifetime. • Match objects with people of different ages 	<ul style="list-style-type: none"> • Sequence artefacts which are closer together in time. • Sequence photographs of events within their life. • Use comparative words like older and newer or past and present 	<ul style="list-style-type: none"> • Sequence several events and artefacts across the periods studied this year. • Start using timelines which go beyond their period studied • Use dates and terms related to their periods studied and the passing of time. 	<ul style="list-style-type: none"> • Sequence a range of events and artefacts from time periods studied to date. • Use timelines and begin to compare events placed on it. • Understand more complex terms of time. 	Sequence and compare a range events and artefacts across different time periods. <ul style="list-style-type: none"> • Use timelines with varying scales depending on the events being shown. • Use and understand more complex terms of time. 	<ul style="list-style-type: none"> • Sequence and compare a comprehensive range of periods and events studied. • Use timelines with carrying scales which show overlapping periods and eras. • Use a diverse range of chronological vocabulary.
Historical Knowledge and understanding	Remember and talk about significant events in their own experiences.	Children talk about past and present events in their own lives and in the lives of family members.	<ul style="list-style-type: none"> • Recognise the difference between past and present • Recount stories from the past. 	<ul style="list-style-type: none"> • Know some important historical figures and what they did. • Talk about how some events in the past have 	<ul style="list-style-type: none"> • Know some important historical events and their importance • Recognise the difference between 	Use a range of sources and evidence to reconstruct life in the past. <ul style="list-style-type: none"> • Know important figures in the past and the 	<ul style="list-style-type: none"> • Know the causes and consequences of periods studied. • Discuss the wider impact of key figures and how their 	<ul style="list-style-type: none"> • Know the impact of key events both locally and globally for periods studied. • Recall and explain past events using

				affected their lives.	different periods studied and compare to their own lives	reasons for their actions.	actions could have led to other ends.	knowledge and evidence to support them.
Interpretations of History	Develop an understanding of changes over time.	Make observations and explain why some things occur, and talk about changes.	<ul style="list-style-type: none"> • Understand the difference between facts and memories. • Distinguish between fact and fiction. 	<ul style="list-style-type: none"> • Begin to ask questions to explore the reliability of images and stories. • Compare different opinions of people in the past. 	<ul style="list-style-type: none"> • Distinguish between different sources across time periods. • Give reasons for why the past is interpreted in different ways. • Identify different ways in which the past is represented. 	<ul style="list-style-type: none"> • Look at a range of evidence and sources and talk about their reliability. • Begin to evaluate the usefulness of sources. • Suggest ideas why there are different interpretations of the past. 	<ul style="list-style-type: none"> • Compare accounts of events from different sources, referring to their reliability and purpose. • Find answers about the past by choosing evidence and discounting others. 	<ul style="list-style-type: none"> • Consider ways of checking the reliability of sources. • Become more aware the different evidence will lead to different conclusions. • Find connections between sources.
Historical enquiry	Begin to understand 'why' and 'how' questions.	Answer 'how' and 'why' questions about their experiences and in response to stories or events.	<ul style="list-style-type: none"> • Ask simple questions about given artefacts. • Find the answers to simple questions about artefacts observed. 	<ul style="list-style-type: none"> • Make observations to answer questions about artefacts. • Discuss different possible answers for questions about artefacts 	<ul style="list-style-type: none"> • Use a range of sources to find out about the past. • Observe small details within an artefact and create their own enquiry questions. 	<ul style="list-style-type: none"> • Use different evidence and sources to build their own picture of the past. • Ask questions as to an artefacts purpose. • Understand the difference 	Suggest different purposes for artefacts using evidence to support them. <ul style="list-style-type: none"> • Choose and use different evidence and sources to build their own picture of the 	<ul style="list-style-type: none"> • Bring together a range of evidence of their choice to form their own account of a part of history. • Speculate and form a hypothesis about an artefact or

				or events.		between primary and secondary sources	past. • Identify primary and secondary sources.	event.
Organisation and communication	Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.	Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.	<ul style="list-style-type: none"> Shows knowledge and understanding of the past in simple, different ways. 	<ul style="list-style-type: none"> Describes and writes about things which happened in the past. Uses labels and diagrams to tell others. 	<ul style="list-style-type: none"> Uses speaking and writing skills to present findings to others. Decides on own labels and diagrams to share information with others. 	<ul style="list-style-type: none"> Uses a range of skills when presenting information and findings to others. Uses their knowledge and understanding when communicating ideas about the past. 	<ul style="list-style-type: none"> Presents information in a structured and organised way using a range of skills. Selects information to share with others and presents it in a suitable format. 	<ul style="list-style-type: none"> Presents information in an organised and clearly structured way. Selects information to share using a format of their own choice. Provides reasoning for their choice of certain information.