



Progression in History - Learning

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	<ul style="list-style-type: none"> -Use everyday language related to time. -Order and sequence familiar events. -Describe main story settings, events and principal characters. -Talk about past and present events in their own lives and in lives of family members. 	<ul style="list-style-type: none"> -Use time words to order events. -Place significant events on a timeline. -Order objects and events. -Describe things that have happened to themselves and others in the past. -Understand the difference between past and present events. 	<ul style="list-style-type: none"> -Fit people and events studied into a chronological framework. -Place important events on a timeline. -Use language related to time to explain past and present events. -Recall changes in their own life. 	<ul style="list-style-type: none"> -Place events in chronological order using a timeline. -Develop K & U of using dates - dividing a timeline into BC and AC and describing dates from the period covered. 	<ul style="list-style-type: none"> -Place events in chronological order using a timeline. -Develop K & U of using dates - dividing a timeline into BC and AC and describing dates from the period covered. -Describe the changes within a main period of history. 	<ul style="list-style-type: none"> -Develop K & U of using dates - dividing a timeline into BC and AC and describing dates from the period covered. -Order significant events, movements and dates on a timeline. -Describe the changes within a main period of history. 	<ul style="list-style-type: none"> -Order significant events, movements and dates on a timeline. -Identify and compare changes within and across different periods. -Show understanding on how some events occurred concurrently in different locations.
Historical Enquiry (including Cause and Consequence)	<ul style="list-style-type: none"> -Answer how and why questions in response to stories. -Record, using marks they can interpret and explain. 	<ul style="list-style-type: none"> -Recognise ways in which the past can be represented. -Explore pictures, events and objects and use these to ask different questions. 	<ul style="list-style-type: none"> -Represent the past in different ways. -Ask a range of questions and use different sources to answer them. 	<ul style="list-style-type: none"> -Ask questions and find own sources to answer them. - Use books, videos, photographs, historic buildings, the internet and artefacts to collect evidence about the past. 	<ul style="list-style-type: none"> -Ask questions and find own sources to answer them. - Use books, videos, photographs, historic buildings, the internet and artefacts to collect evidence about the past. 	<ul style="list-style-type: none"> -Recognise that questions can have more than answer. -Select reliable sources to answer questions. -Devise historically valid questions and follow own lines of enquiry to answer them. 	<ul style="list-style-type: none"> -Recognise that questions can have more than answer. -Select reliable sources to answer questions. -Devise historically valid questions and follow own lines of enquiry to

						- Use books, videos, photographs, historic buildings, the internet and artefacts to collect evidence about the past.	answer them. - Use books, videos, photographs, historic buildings, the internet and artefacts to collect evidence about the past.
Historical Interpretation		Use books, videos, photographs, pictures and artefacts to find out about the past.	Use books, videos, photographs, pictures, eye witness accounts, historic buildings, museums, artefacts and the internet to find out about the past.	-Begin to recognise that there are different interpretations of history.	-Give opportunities for children to look at different versions of the same event in history to identify contrasts. -Recognise that people from the past can represent events that may change the view of others.	-To know that different versions of the past exist (because of viewpoint) and recognise how this can affect history. -Provide some reasoning as to why there may be different versions of the past. -Evaluate evidence to choose the most reliable sources.	-To know that different versions of the past exist (because of viewpoint) and recognise how this can affect history. -Evaluate evidence to choose the most reliable sources. -State why there may be different accounts of history with links to concrete facts.
K & U of events, people and changes in the past (including Similarity and difference)	- Recognise and describe special times or events for family or friends.	-Show some historical knowledge about significant events, people and changes before living memory. -Begin to state why people may have acted the	-Describe similarities and differences between different time periods. -Recall the main events from main events in the past.	-Use evidence to describe culture, buildings, people, clothes, way of life and actions of people from the past.	-Recognise how the past has influenced life today. -Use evidence to describe the similarities and differences between people, events and	-Explain how past events have influenced life today. -Use evidence to describe the similarities and differences between people, events and	-Explain how past events have influenced life today. -Use evidence to describe the similarities and differences between people, events and

		way they did.	-Give reasons to explain why people may have acted how they did.		artefacts, the differences between rich and poor people from the period studied and what was important to people from the past.	artefacts. -Explain why changes have occurred, providing evidence and reasoning to justify their views. -Choose reliable sources to retrieve information. -Make links between some of the features of past societies.	artefacts. -Explain why changes have occurred, providing evidence and reasoning to justify their views. -Choose reliable sources to retrieve information. -Make links between some of the features of past societies.
Organisation and Communication	-Listening to stories about the past. -Sort events into then and now (pictorial). -Talk about draw and mark-make/record memories from the past. -Using timelines to order events and objects.	-Sorting events by set criteria. -Telling stories about the past. -Record thoughts and memories from the past. - Using timelines to order events and objects.	- Using timelines to order events, objects and/or to significant people. -Describe people, events and changes in history. -Use speaking, listening, writing, drawing and role play opportunities to communicate ideas.	Use story-telling, drama, ICT, drawing and writing genres to communicate ideas about the past.	Use story-telling, drama, ICT, drawing and writing genres to communicate ideas about the past.	Use story-telling, drama, ICT, drawing and writing genres to communicate ideas about the past. -Independently plan and showcase own research/learning about a studied period.	Use story-telling, drama, ICT, drawing and writing genres to communicate ideas about the past. -Independently plan and showcase own research/learning about a studied period.

