

PROGRESSION OF LEARNING – HISTORY

For the curriculum content & planning please see the Curriculum Overviews (Yearly & Half Termly)

		SKILLS			
		Chronological Knowledge & Understanding	Historical Terms	Historical Enquiry: <i>using evidence & communicating ideas</i>	Interpretations of History
EYFS	Nursery (Taken from Development Matters 30-50-M)	<ul style="list-style-type: none"> Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. Developing an understanding of growth, decay and changes over time. 	<ul style="list-style-type: none"> Builds up vocabulary that reflects the breadth of their experiences. 	<ul style="list-style-type: none"> Beginning to understand ‘why’ and ‘how’ questions. Knows information can be relayed in the form of print. Knows that information can be retrieved from computers Ascribes meanings to marks that they see in different places. 	
	Reception (Taken from Development Matters 40-60M)	<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"> Extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words. 	<ul style="list-style-type: none"> Be curious about people and show interest in stories. Answer ‘how’ and ‘why’ questions ... in response to stories or events. Explain own knowledge and understanding, and asks appropriate questions. Know that information can be retrieved from books and computers. 	

				<ul style="list-style-type: none"> Record, using marks they can interpret and explain. 	
KS1	Year 1	<ul style="list-style-type: none"> Develop an awareness of the past. Use common words and phrases relating to the passing of time. Sequence events or objects in chronological order. Begin to describe similarities and differences in artefacts. 	<ul style="list-style-type: none"> Use a wide vocabulary of everyday historical terms. 	<ul style="list-style-type: none"> Ask and answer questions*. Understand some ways we find out about the past. Sort artefacts “then” and “now” Time lines (3D with objects/ sequential pictures). drawing drama/role play. writing (reports, labelling, simple recount). ICT 	<ul style="list-style-type: none"> Identify different ways in which the past is represented e.g. photos, books.
	Year 2	<ul style="list-style-type: none"> Know where all people/events studied fit into a chronological framework. Identify similarities / differences between periods. sequence artefacts closer together in time sequence events sequence photos etc from different periods of their life 	<ul style="list-style-type: none"> Use a wide vocabulary of everyday historical terms. 	<ul style="list-style-type: none"> Ask and answer questions*. Choose and use parts of stories and other sources to show understanding. Class display/ museum annotated photographs ICT Sequence a collection of artefacts Use of time lines discuss the effectiveness of sources 	<ul style="list-style-type: none"> Compare pictures or photographs of people or events in the past. Able to identify different ways to represent the past.

KS2	Year 3	<ul style="list-style-type: none"> Continue to develop chronologically secure knowledge of history. Place the time studied on a time line. Sequence events or artefacts. Use dates related to the passing of time 	<ul style="list-style-type: none"> Develop the appropriate use of historical terms. 	<ul style="list-style-type: none"> Regularly address and sometimes devise historically valid questions.* Use a range of sources to find out about a period. Observe small details – artefacts, pictures. Select and record information relevant to the study begin to use the library for research. 	<ul style="list-style-type: none"> Identify and give reasons for different ways in which the past is represented. Distinguish between different sources and evaluate their usefulness look at representations of the period.
	Year 4	<ul style="list-style-type: none"> Establish clear narratives within and across periods studied. Place events from period studied on a time line Use terms related to the period and begin to date events. 	<ul style="list-style-type: none"> Understand more complex terms e.g. BCE/AD 	<ul style="list-style-type: none"> Regularly address and sometimes devise historically valid questions.* Use evidence to build up a picture of a past event. Choose relevant material to present a picture of one aspect of life in time past. Use the library for research 	<ul style="list-style-type: none"> Look at the evidence available, begin to evaluate the usefulness of different sources, use of text books and historical knowledge.
	Year 5	<ul style="list-style-type: none"> Note connections, contrasts and trends over time. Place current study on time line in relation to other studies know and 	<ul style="list-style-type: none"> Use relevant terms and periods labels relate current studies to previous studies. 	<ul style="list-style-type: none"> Regularly address and sometimes devise historically valid questions.* Begin to identify primary and secondary sources. Use evidence to build up a picture of life in time studied. 	<ul style="list-style-type: none"> Compare accounts of events from different sources. Fact or fiction. Offer some reasons for different versions of events

		sequence key events of time studied.		<ul style="list-style-type: none"> select relevant sections of information and confident use of library research. 	
	Year 6	<ul style="list-style-type: none"> Note connections, contrasts and trends over time. Place current study on time line in relation to other studies. 	<ul style="list-style-type: none"> Use relevant dates and terms. 	<ul style="list-style-type: none"> Regularly address and sometimes devise historically valid questions.* Recognise primary and secondary sources. Use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out. Bring knowledge gathering from several sources together in a fluent account. Confident use of the library etc. for research 	<ul style="list-style-type: none"> Link sources and work out how conclusions were arrived at. Consider ways of checking the accuracy of interpretations – fact or fiction and opinion. Be aware that different evidence will lead to different conclusions.

* Questions relate to these key concepts that underpin all historical enquiry, developed through regular re-visiting in a range of contexts:

	EYFS	KS1	KS2
Continuity and change <i>in and between periods</i>	<ul style="list-style-type: none"> Look closely at similarities, differences, patterns and change. Develop understanding of growth, decay and changes over time. 	<ul style="list-style-type: none"> Identify similarities / differences between ways of life at different times. 	<ul style="list-style-type: none"> Describe / make links between main events, situations and changes within and across different periods/societies.

Cause and consequence	<ul style="list-style-type: none"> • Question why things happen and give explanations. 	<ul style="list-style-type: none"> • Recognise why people did things, why events happened and what happened as a result. 	<ul style="list-style-type: none"> • Identify and give reasons for, results of, historical events, situations, changes.
Similarity / Difference <i>within a period/situation (diversity)</i>	<ul style="list-style-type: none"> • Know about similarities and differences between themselves and others, and among families, communities and traditions. 	<ul style="list-style-type: none"> • Make simple observations about different types of people, events, beliefs within a society. 	<ul style="list-style-type: none"> • Describe social, cultural, religious and ethnic diversity in Britain & the wider world.
Significance of <i>events / people</i>	<ul style="list-style-type: none"> • Recognise and describe special times or events for family or friends. 	<ul style="list-style-type: none"> • Talk about who was important eg in a simple historical account. 	<ul style="list-style-type: none"> • Identify historically significant people and events in situations.