



History Progression Document

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	- Understand beginning, middle and end - Organise events using basic chronology. - Recognise things happen before they were born.	- Sequence events in their life - Sequence 3 or 4 artefacts from distinctly different periods of time - Match objects from different times to different people. - Place significant figures on a timeline.	- Sequence artefacts closer together in time - check with reference book - Sequence photographs etc. from different periods of their life - Describe memories of key events in people's lives - Place significant events on a chronological time line	- Place the time studied on a timeline - Use dates and terms related to the study unit and passing of time - Sequence several events or artefacts - Make connections between different historical times - Place the time and significant figures studied on a time line. - Use dates and terms related to the study unit and passing of time.	- Place events from period studied on time line - Use terms related to the period and begin to date events - Understand more complex terms eg BC/AD - Know and sequence key events of time studied.	- Know and sequence key events of time studied - Use relevant terms and period labels - Make comparisons between different times in the past	- Place current study on time line relation to other studies - Use relevant dates and terms - Sequence up to 10 events on a time line
Range and depth of historical knowledge	- Discuss special events – birthday, religious celebration, marriage, Christmas. - Explore texts and images to show awareness of past and present.	- Recognise the difference between past and present in their own and others lives - They know and recount episodes from stories about the past	- Recognise why people did things, why events happened and what happened as a result - Identify differences between ways of life at different times - Describe memories of key events in lives	- Find out about every day lives of people in time studied - Compare with our life today - Identify reasons for and results of people's actions - Understand why people may have wanted to do something	- Use evidence to reconstruct and evaluate life in time studied - Identify key features and events of time studied - Look for links and effects in time studied - Offer a reasonable explanation for some events	- Study different aspects of different people - differences between men and women - Examine causes and results of great events and the impact on people - Compare life in early and late 'times' studied - Compare an aspect of life with the same aspect in another period - Find and identify key information in historical sources	- Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings - Compare beliefs and behaviour with another time studied - Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation - Know key dates, characters and events of time studied
Interpretations of history	- Children talk about experiences that are familiar to them and how they have differed in the past. - Share experiences and knowledge from different parts of their lives.	- Use stories to encourage children to distinguish between fact and fiction - Compare adults talking about the past – how reliable are their memories? - Make comparisons between events and times. - Draw conclusions after discussion.	- Compare 2 versions of a past event - Compare pictures or photographs of people or events in the past - Discuss reliability of photos/accounts/stories - Create simple accounts and narratives of a historical event - Make connections and contrasts between different historical events and times	- Identify and give reasons for different ways in which the past is represented - Distinguish between different sources – compare different versions of the same story - Look at representations of the period – museum, cartoons etc - Draw conclusions and make evaluations from different sources - Frame historical questions and suggest possible answers - Gather and evaluate a range of representations and sources of the period	- Look at the evidence available - Begin to evaluate the usefulness of different sources - Use text books and historical knowledge - Draw conclusions from and make judgements about the primary and secondary sources of information	- Compare accounts of events from different sources – fact or fiction - Offer some reasons for different versions and interpretations of events - Make comparisons between different times in the past - Compare accounts of events from different primary and secondary sources - Use evidence to build up a picture of a past event. And use the evidence to create narratives or stories	- 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 - Confidently use the library and internet for research



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						- Debate different points of view. - Create narratives about of historical events and times - Draw conclusions from and make judgements about the primary and secondary sources of information	
Historical enquiry	- Use new language learnt in continuous provision. - Talk about why and how things happen. - Create collections to evident special memories and events.	Find answers to simple questionsabout the past from sources of information e.g. artefacts, photographs and non-fiction texts.	- Use a source – observe or handle sources to answer questions about the past on thebasis of simple observations. - Frame and find answers to simple questions about the past from sources of information	- Use a range of sources to findout about a period - Observe small details – artefacts,pictures - Select and record informationrelevant to the study - Begin to use the library andinternet for research - Select and record information relevant to the study and draw conclusions from primary and secondary sources.	- Use evidence to build up a picture of a past event - Choose relevant material to present a picture of one aspectof life in time past - Frame and find answers to a variety of questions about time studied. - Use the library and internet forresearch - Gather, interpret and evaluate the evidence available from a range of primary and secondary sources. - Use primary and secondary sources of evidence to reconstruct and evaluate life in time studied. - Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings	· Begin to identify primary and secondary sources - Use evidence to build up apicture of a past event - Select relevant sections of information - Use the library and internet forresearch with increasing confidence	- Recognise primary and secondary sources - Use a range of sources to find out about an aspect of time past - Suggest omissions and themeans of finding out - Bring knowledge gathered fromseveral sources together in a fluent account
Organisation and communication	Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT...				- Recall, select and organise historical information - Communicate their knowledge and understanding.	Select and organise information to produce structured work, making appropriate use of dates and terms.	