

# History Progression



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Historical content / Area of study</b>  (Linking to National Curriculum objectives)	<ul style="list-style-type: none"> <li>In EYFS they change topics often and link to history through the different areas they look at. For example, dinosaurs, Space, jobs.</li> </ul>	<ul style="list-style-type: none"> <li>All about me (changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life)</li> <li>Gunpowder Plot (events beyond living memory that are significant nationally or globally)</li> <li>Explorers (the lives of significant individuals in the past who have contributed to national and international achievements.)</li> <li>Neil Armstrong (the lives of significant individuals in the past who have contributed to national and international achievements.)</li> </ul>	<ul style="list-style-type: none"> <li>Living memory (changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life)</li> <li>Hull (events beyond living memory that are significant nationally or globally)</li> <li>Great Fire of London (events beyond living memory that are significant nationally or globally)</li> <li>Significant people (significant historical events, people and places in their own locality.)</li> <li>The Victorians (significant historical events, people and places in their own locality.)</li> <li>Queen Elizabeth (the lives of significant individuals in the past who have contributed to national and international achievements.)</li> </ul>	<ul style="list-style-type: none"> <li>The Iron Age to the Stone Age The Iron Age to The Stone Age (changes in Britain from the Stone Age to the Iron Age)</li> <li>Explorers (Geography link) - Marco Polo</li> <li>Shang Dynasty the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared</li> </ul>	<ul style="list-style-type: none"> <li>The Romans (Geography link) The Romans (the Roman Empire and its impact on Britain)</li> <li>Ancient Greece (Geography link) Ancient Greece (Ancient Greece – a study of Greek life and achievements and their influence on the western world)</li> </ul>	<ul style="list-style-type: none"> <li>The Saxons The Saxons (Britain’s settlement by Anglo-Saxons and Scots)</li> <li>Whitby (Geography link) Captain Cook</li> <li>The Vikings The Vikings (the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor)</li> <li>The Mayans The Mayans (a non-European society that provides contrasts with British history)</li> </ul>	<ul style="list-style-type: none"> <li>Hull (Geography link) Hull (a local history study)</li> <li>Our Changing World (Geography link)</li> <li>Leisure and Entertainment over time Leisure and entertainment (a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066)</li> </ul>
<b>Chronological understanding</b>	Pupils are able to identify the events through the year and to begin to order them e.g. seasons, festivals, birthdays and know what year this is. Pupils can talk about past and present events in their own lives and the lives of others.  Making links and noting patterns in their experiences.  Developing ideas of grouping, sequences, cause and effect.	Pupils can compare two events, saying which one happened first Pupils are beginning to understand timelines, Pupils may begin to make simple links between areas of study,	Pupils can mostly accurately order events they have learnt about from furthest away to most recent, Pupils can draw timelines, Pupils can make some comparisons between areas of study, identifying some similarities and some differences between them,	Pupils are beginning to develop their knowledge of chronology and with some accuracy can place periods of history they have learnt about on a timeline (local), Pupils can generally make links between areas of history they have studied in Year 3 and previously, identifying similarities and identifying differences between them.	Pupils are developing their knowledge of chronology and can place periods of history they have learnt about with increased accuracy on a timeline (British and local). Pupils can make links between areas of history they have studied, identifying similarities and identifying differences between them.	Pupils generally have a secure knowledge of chronology and are mostly accurately in placing a range of historical events from around the world on a timeline, Pupils can make some comparisons between historical periods, identifying similarities and identifying differences between them. Pupils can draw their own timeline, beginning to produce accurate intervals and adding to it as they learn about new periods of history.	Pupils have an increasingly secure knowledge of chronology and becoming increasingly accurately in placing a range of historical events from around the world on a timeline, Pupils can draw their own timeline, deciding on accurate intervals and adding to it as they learn about new periods of history,
<b>Knowledge and understanding about events, people and changes in the</b>	Pupils can describe changes over time e.g. life cycles, seasons To be able to order and sequence familiar events. To know how to measure short periods of time in simple ways.	Pupils can remember some key events about the areas they have studied. Pupils are taught about changes within their living memory (toys). Pupils are aware that they can use books to find out about	Pupils can remember some key events about the areas they have studied, Pupils can consider how we know about past events, Pupils are taught about changes within their living memory (GFOL). Pupils know	Pupils remember key facts and information from areas of study in Year 3, Pupils can identify at least one way we gather information, Pupils can identify different representations of history e.g.	Pupils remember key facts and information from areas of study in Year 4 and can remember a few facts from previous areas of study, Pupils can identify at least two ways we gather information, Pupils are	Pupils remember most key facts and information from areas of study in Year 5 and can remember information from previous areas of study, Pupils are slowly increasing their understanding of how our	Pupils have a strong knowledge about historical events, from local history to world history, Pupils have a strong understanding of how our knowledge of history is developed, identifying how a range of sources

past.		significant individuals.	they can find historical information in books including information about multiple significant individuals.	books, visual clips, letters and are using at least one type with increasing confidence.	able to use at least one type of source of information confidently and are beginning to use at least two different types of sources e.g. books, internet, visual clips.	knowledge of history is developed, identifying how a range of sources build up our knowledge and understanding, Pupils are confident in using two different sources to gather information e.g. books, internet, film clips.	build up our knowledge and understanding, Pupils can access a wide range of sources, including using books, the internet, film clips and direct sources such as letters, diaries etc.
Range and depth of historical study	<ul style="list-style-type: none"> <li>Understand key features of event e.g. Remembrance Day.</li> <li>Learn about the lives of significant family members.</li> </ul> <p><b>ELG</b></p> <ul style="list-style-type: none"> <li>Children to talk about past and present events in their own lives and in the lives of family members.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the difference between past and present in their own and others' lives.</li> <li>Talk about and recall facts about the lives of significant people e.g Neil Armstrong.</li> <li>Identify and discuss key events linked to the significant people studied.</li> <li>Know and recount episodes from stories about the past.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about and recall key information about significant people from the past.</li> <li>Recognise why people did things, why events happened and what happened as a result.</li> <li>Identify differences between ways of life at different times.</li> </ul>	<ul style="list-style-type: none"> <li>Find out about everyday lives of people in time studied.</li> <li>Compare with our life today.</li> <li>Identify reasons for and results of people's actions.</li> <li>Understand why people may have wanted to do something.</li> </ul>	<ul style="list-style-type: none"> <li>Use evidence to reconstruct life in time studied.</li> <li>Introduce the idea of empathy through a study of people's behaviour and characteristics and beliefs.</li> <li>Identify key features and events of time studied.</li> <li>Look for links and effects in time studied.</li> <li>Offer a reasonable explanation for some events.</li> </ul>	<ul style="list-style-type: none"> <li>Study different aspects of different people - differences between men and women.</li> <li>Recognise the beliefs, behaviour and characteristics through a critical lens.</li> <li>Examine causes and results of great events and the impact on people.</li> <li>Compare life in early and late 'times' studied.</li> <li>Compare an aspect of life with the same aspect in another period.</li> </ul>	<ul style="list-style-type: none"> <li>Understand beliefs, behaviour, characteristics and motives of people, recognising that not everyone shares the same views, feelings and values of empathy.</li> <li>Compare beliefs and behaviour with another time studied.</li> <li>Communicate and provide an explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.</li> <li>Know key dates, characters and events of time studied.</li> </ul>
Interpretations of history	<ul style="list-style-type: none"> <li>Show curiosity about objects, events and people.</li> <li>Showing particular interests.</li> <li>Representing their experiences in play.</li> <li>Acting out experiences with other people.</li> <li>Recount an event, verbally and written.</li> </ul> <p><b>ELG</b></p> <ul style="list-style-type: none"> <li>Use past, present &amp; future forms accurately when talking about events that have happened or are to happen in the future.</li> </ul>	<ul style="list-style-type: none"> <li>Use stories to encourage children to distinguish between fact and fiction.</li> </ul>	<ul style="list-style-type: none"> <li>Compare two versions of a past event.</li> <li>Compare pictures or photographs of people or events in the past.</li> <li>Discuss reliability of photos/ accounts/stories (i.e 1st,2nd and 3rd class accounts from the GFOL).</li> </ul>	<ul style="list-style-type: none"> <li>Identify and give reasons for different ways in which the past is represented.</li> <li>Distinguish between different sources – compare different versions of the same story.</li> <li>Look at representations of the period – museum, cartoons etc.</li> </ul>	<ul style="list-style-type: none"> <li>Look at the evidence available.</li> <li>Begin to evaluate the usefulness of different sources.</li> <li>Use text books and historical knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Compare accounts of events from different sources – fact or fiction.</li> <li>Offer some reasons for different versions of events and how reliable they are</li> </ul>	<ul style="list-style-type: none"> <li>Link sources and work out how conclusions were arrived at.</li> <li>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.</li> <li>Be aware that different evidence will lead to different conclusions.</li> <li>Confidently use the library and internet for research.</li> </ul>
Historical Enquiry	<p><b>40-60</b></p> <ul style="list-style-type: none"> <li>Looks closely at similarities, differences, patterns and change.</li> </ul> <p><b>ELG</b></p> <ul style="list-style-type: none"> <li>Talk about changes.</li> <li>They answer 'how' and 'why' questions about their experiences and in response to stories and events.</li> <li>Know that information can be retrieved from books and computers.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to sort artefacts 'old' and 'new'.</li> <li>Find answers to simple questions about the past from sources of information e.g. artefacts.</li> </ul>	<ul style="list-style-type: none"> <li>Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of sources to find out about a period ☒ Observe small details – artefacts, pictures.</li> <li>Select and record information relevant to the study.</li> <li>Begin to use the library and internet for research.</li> </ul>	<ul style="list-style-type: none"> <li>Use evidence to build up a picture of a past event.</li> <li>Choose relevant sources to present a picture of one aspect of life in time past.</li> <li>Ask a variety of questions.</li> <li>Use the library and internet for research.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to identify primary and secondary sources.</li> <li>Use evidence to build up a picture of a past event.</li> <li>Select relevant sections of information from sources.</li> <li>Use the library and internet for research with increasing confidence.</li> </ul>	<ul style="list-style-type: none"> <li>Compare and evaluate primary and secondary sources through a critical lens.</li> <li>Use a range of sources to find out about an aspect of time past.</li> <li>Suggest omissions and the means of finding out.</li> <li>Collate knowledge from several sources in a fluent account.</li> </ul>

	<ul style="list-style-type: none"> <li>Chn. know the difference between past &amp; present events in their own lives &amp; some reasons why people's lives were different in the past.</li> </ul>						
<b>Historical enquiry/questioning</b>	<p>Pupils begin to recognise and ask questions about changes over time. Paying attention to details.</p>	<p>Pupils are beginning to ask simple questions when they are unsure and answer questions verbally related to an area of study.</p>	<p>Pupils can ask simple questions when they are unsure and accurately answer most simple questions related to an area of study, Pupils can sometimes justify their answers using sources or stories.</p>	<p>Pupils can ask simple questions to develop understanding and may be beginning to ask more in depth questions for their age to develop their understanding, Pupils are generally able to answer questions accurately related to the area of study, Pupils can generally use sources to justify their answers.</p>	<p>Pupils can ask questions to develop their understanding, Pupils are able to answer questions accurately most of the time related to the area of study, Pupils can use sources to justify their answers and are beginning to organise their responses.</p>	<p>Pupils can ask questions to develop their understanding and are beginning to ask questions of what people have said, Pupils are increasingly challenging sources of information, Pupils show some organisation of information that is purposeful for responding to or asking questions, Pupils show some purposeful selection about information they wish to include in responses.</p>	<p>Pupils can ask questions, creating questions that develop understanding about change, cause and significance, Pupils can organise information purposefully when responding to or asking questions, Pupils can challenge sources, questioning the validity of these, Pupils can make purposeful decisions about information to include when forming responses to questions.</p>
<b>Organisation and communication</b>	<p>I can build up vocabulary that reflects the breadth of their experience. I can use past, present and future forms accurately when talking about events that have happened</p>	<p>I can communicate my knowledge through: Discussion Drawing pictures Drama/role play Making models Writing Using ICT</p>	<p>I can communicate my knowledge through: Discussion Drawing pictures Drama/role play Making models Writing Using ICT</p>	<p>I can communicate my knowledge through: Discussion Drawing pictures Drama/role play Making models Writing Using ICT</p>	<p>I can communicate my knowledge through: Discussion Drawing pictures Drama/role play Making models Writing Using ICT</p>	<p>I can recall, select and organise historical information. I can select and organise information to produce structured work, making appropriate use of dates and terms.</p>	<p>I can recall, select and organise historical information. I can select and organise information to produce structured work, making appropriate use of dates and terms.</p>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li><b>Yesterday</b></li> <li><b>Today</b></li> <li><b>Tomorrow</b></li> <li><b>To use everyday language related to time.</b></li> <li><b>Old</b></li> <li><b>New</b></li> </ul> <p>Challenging</p> <ul style="list-style-type: none"> <li>Days of the week</li> <li>Months of the year</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can use names and places that link to areas of study.</li> <li>Pupils can use simple words and phrases with increasing accuracy to indicate periods of time e.g. <b>a long time ago.</b></li> <li><b>celebrate</b></li> <li><b>Event(s)</b></li> <li><b>Queen</b></li> <li><b>King</b></li> <li><b>rule</b></li> <li><b>years</b></li> <li><b>difference</b></li> <li><b>object</b></li> <li><b>artefact</b></li> </ul> <p>Challenging</p> <ul style="list-style-type: none"> <li><b>historical event</b></li> <li><b>past/present</b></li> <li><b>succeed/succession</b></li> </ul>	<ul style="list-style-type: none"> <li>Pupils can remember and use names and words specific to areas of study.</li> <li>Pupils can use words and phrases mostly accurately to indicate periods of time e.g. <b>a long time ago, ancient, centuries.</b></li> <li><b>before/after</b></li> <li><b>past/present</b></li> <li><b>then/now</b></li> <li><b>sequence</b></li> <li><b>chronological order</b></li> <li><b>earlier</b></li> <li><b>later</b></li> <li><b>local area</b></li> <li><b>historical event</b></li> <li><b>Britain</b></li> <li><b>parliament</b></li> <li><b>source</b></li> <li><b>research</b></li> </ul> <p>Challenging</p> <ul style="list-style-type: none"> <li>democracy</li> <li>eye-witness account</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can remember and use names and words from the areas they have studied.</li> <li>Pupils can use words and phrases accurately to indicate periods of time (<b>a long time ago, ancient</b>) and may be beginning to use more specific words and phrases to indicate time, talking about <b>decades, centuries, millennium</b> etc.</li> <li>Pupils are being introduced to words related to history in general as well as periods of history e.g. <b>empire, parliament, civilisation</b> etc.</li> <li><b>BC/AD</b></li> <li><b>decade</b></li> <li><b>ancient century</b></li> <li><b>timeline</b></li> <li><b>period</b></li> <li><b>Brits</b></li> <li><b>settlers</b></li> <li><b>settlement</b></li> <li><b>invaders/invasion</b></li> <li><b>conquer(ed)</b></li> <li><b>combat</b></li> <li><b>archaeologists</b></li> <li><b>excavate</b></li> <li><b>evidence</b></li> <li><b>similarities/ differences</b></li> <li><b>information</b></li> <li><b>skills</b></li> </ul>	<ul style="list-style-type: none"> <li>Pupils can remember and use names and words from the areas they have studied in Year 4 as well as remembering a few names and words from previous study (using timeline to support this.)</li> <li>Pupils are increasingly using words and phrases to indicate time, talking about <b>decades, centuries, millennium</b> etc.</li> <li>Pupils remember a few words related to history in general as well as periods of history e.g. <b>empire, parliament, civilisation</b> etc.</li> <li><b>recent</b></li> <li><b>history time difference</b></li> <li><b>shape our lives</b></li> <li><b>religious differences</b></li> <li><b>wealthy / poor</b></li> <li><b>accurate picture of the past</b></li> <li><b>historical argument</b></li> <li><b>point of view</b></li> </ul> <p>Challenging</p> <ul style="list-style-type: none"> <li><b>way of life</b></li> <li><b>dictated</b></li> <li><b>developments</b></li> <li><b>inventions</b></li> <li><b>impact on health/ education</b></li> <li><b>aspect</b></li> </ul>	<ul style="list-style-type: none"> <li>Pupils can generally remember and use names and words from the areas they have studied in Year 5 as well as remembering some names and words from previous study (use and explain timeline).</li> <li>Pupils can use words and phrases to indicate time, talking about <b>decades, centuries, millennium</b> etc.</li> <li>Pupils generally understand some words related to history in general as well as periods of history e.g. <b>empire, parliament, civilisation</b> etc.</li> <li><b>comparison</b></li> <li><b>role of Britain</b></li> <li><b>Christian values</b></li> <li><b>crime punishment</b></li> <li><b>hypothesis</b></li> </ul> <p>Challenging</p> <ul style="list-style-type: none"> <li><b>specific features of different time periods</b></li> </ul>	<ul style="list-style-type: none"> <li>Pupils can remember and use names and words from the areas they have studied over the years use explain how they fit over time on the timeline.</li> <li>Pupils can use a range of words and phrases to indicate time, talking about <b>decades, centuries, millennium</b> etc.</li> <li>Pupils generally understand words related to history in general as well as periods of history e.g. <b>empire, parliament, civilisation</b> etc.</li> <li><b>societies</b></li> <li><b>summarise</b></li> <li><b>major influence</b></li> <li><b>world history civilizations</b></li> <li><b>changes/ continuity</b></li> <li><b>persuade</b></li> <li><b>viewpoint</b></li> <li><b>propaganda</b></li> </ul> <p>Challenging</p> <ul style="list-style-type: none"> <li><b>advancements</b></li> <li><b>causes in history British Empire</b></li> <li><b>helped/ hindered</b></li> <li><b>relationships</b></li> <li><b>mono-cultural/ multi-cultural society</b></li> <li><b>interpretations</b></li> <li><b>significant</b></li> </ul>

				<ul style="list-style-type: none"><li>• <b>historical information</b></li><li>• <b>historian</b></li></ul> Challenging <ul style="list-style-type: none"><li>• war</li><li>• distress</li><li>• reason</li><li>• civilisation</li></ul>			
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