

History Progression



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Historical content / Area of study</p> <p>(Linking to National Curriculum objectives and new EYFS framework)</p>	<ul style="list-style-type: none"> In EYFS they change topics often and link to history through the different areas they look at. For example, dinosaurs, Space, jobs. 	<ul style="list-style-type: none"> All about me (changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life) Gunpowder Plot (events beyond living memory that are significant nationally or globally) Explorers (the lives of significant individuals in the past who have contributed to national and international achievements.) Neil Armstrong (the lives of significant individuals in the past who have contributed to national and international achievements.) Queen Elizabeth (the lives of significant individuals in the past who have contributed to national and international achievements.) 	<ul style="list-style-type: none"> Living memory (changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life) Hull (events beyond living memory that are significant nationally or globally) Great Fire of London (events beyond living memory that are significant nationally or globally) Significant people (significant historical events, people and places in their own locality.) The Victorians (significant historical events, people and places in their own locality.) 	<ul style="list-style-type: none"> The Iron Age to the Stone Age <p>The Iron Age to The Stone Age (changes in Britain from the Stone Age to the Iron Age)</p> <ul style="list-style-type: none"> Ancient Egypt Shang Dynasty <p>the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared</p>	<ul style="list-style-type: none"> The Romans (Geography link) <p>The Romans (the Roman Empire and its impact on Britain)</p> <ul style="list-style-type: none"> Ancient Greece (Geography link) <p>Ancient Greece (Ancient Greece – a study of Greek life and achievements and their influence on the western world)</p>	<ul style="list-style-type: none"> The Saxons <p>The Saxons (Britain’s settlement by Anglo-Saxons and Scots)</p> <ul style="list-style-type: none"> The Vikings <p>The Vikings (the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor)</p> <ul style="list-style-type: none"> The Mayans <p>The Mayans (a non-European society that provides contrasts with British history)</p>	<ul style="list-style-type: none"> Hull (Geography link) <p>Hull (a local history study)</p> <ul style="list-style-type: none"> Our Changing World (Geography link) Leisure and Entertainment over time <p>Leisure and entertainment (a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066)</p>
<p>Chronological understanding</p>	<p>Communication and language -</p> <ul style="list-style-type: none"> Comment on images of familiar situations in the past Compare and contrast characters from stories, including figures from the past Talk about the lives of people around them and their roles in society (ELG) Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class (ELG) Understand the past through settings, characters and events encountered in books 	<p>Pupils can compare two events, saying which one happened first</p> <p>Pupils are beginning to understand timelines, Pupils may begin to make simple links between areas of study,</p>	<p>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,</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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,</p>

	read in class and storytelling (ELG)						
Knowledge and understanding about events, people and changes in the past.	<p>Communication and language -</p> <ul style="list-style-type: none"> Understand how to listen carefully and why listening is important Listen to and talk about stories to build familiarity and understanding Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions (ELG) Make comments about what they have heard and ask questions to clarify their understanding (ELG) Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>Literacy -</p> <ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary (ELG) Anticipate (where appropriate) key events in stories (ELG) Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. 	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 significant individuals.	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 they can find historical information in books including information about multiple significant individuals.	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. books, visual clips, letters and are using at least one type with increasing confidence.	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 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.	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 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.	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 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	<p>Communication and language -</p> <ul style="list-style-type: none"> Ask questions to find out more and check they understand what has been said to them 	<ul style="list-style-type: none"> Recognise the difference between past and present in their own and others' lives. Talk about and recall facts about the lives of significant people e.g Neil Armstrong. 	<ul style="list-style-type: none"> Talk about and recall key information about significant people from the past. Recognise why people did things, why events 	<ul style="list-style-type: none"> Find out about everyday lives of people in time studied. Compare with our life today. Identify reasons for and results of people's actions. 	<ul style="list-style-type: none"> Use evidence to reconstruct life in time studied. Introduce the idea of empathy through a study of people's behaviour and characteristics and beliefs. 	<ul style="list-style-type: none"> Study different aspects of different people - differences between men and women. Recognise the beliefs, behaviour and

		<ul style="list-style-type: none"> Identify and discuss key events linked to the significant people studied. Know and recount episodes from stories about the past. 	<p>happened and what happened as a result.</p> <ul style="list-style-type: none"> Identify differences between ways of life at different times. 	<ul style="list-style-type: none"> Understand why people may have wanted to do something. 	<ul style="list-style-type: none"> Identify key features and events of time studied. Look for links and effects in time studied. Offer a reasonable explanation for some events. 	<p>characteristics through a critical lens.</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Compare beliefs and behaviour with another time studied. Communicate and provide an 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	<p>Understanding the world -</p> <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society (ELG) 	<ul style="list-style-type: none"> Use stories to encourage children to distinguish between fact and fiction. 	<ul style="list-style-type: none"> Compare two versions of a past event. Compare pictures or photographs of people or events in the past. Discuss reliability of photos/ accounts/stories (i.e 1st,2nd and 3rd class accounts from the GFOL). 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Look at the evidence available. Begin to evaluate the usefulness of different sources. Use text books and historical knowledge. 	<ul style="list-style-type: none"> Compare accounts of events from different sources – fact or fiction. Offer some reasons for different versions of events and how reliable they are 	<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. Confidently use the library and internet for research.
Historical Enquiry	<p>Understanding the world -</p> <ul style="list-style-type: none"> Comment on images of familiar situations in the past (ELG) Compare and contrast characters from stories, including figures from the past (ELG) Talk about the lives of people around them and their roles in society (ELG) 	<ul style="list-style-type: none"> Begin to sort artefacts 'old' and 'new'. Find answers to simple questions about the past from sources of information e.g. artefacts. 	<ul style="list-style-type: none"> Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. 	<ul style="list-style-type: none"> 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 and internet for research. 	<ul style="list-style-type: none"> Use evidence to build up a picture of a past event. Choose relevant sources to present a picture of one aspect of life in time past. Ask a variety of questions. Use the library and internet for research. 	<ul style="list-style-type: none"> Begin to identify primary and secondary sources. Use evidence to build up a picture of a past event. Select relevant sections of information from sources. Use the library and internet for research with increasing confidence. 	<ul style="list-style-type: none"> Compare and evaluate primary and secondary sources through a critical lens. Use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out. Collate knowledge from several sources in a fluent account.
Historical enquiry/questioning	<p>Communication and language -</p> <ul style="list-style-type: none"> Ask questions to find out more and to check they understand what has been said to them Describe events in some detail Engage in non-fiction books Make comments about what they have heard and ask questions to clarify their meanings (ELG) 	<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>

<p>Organisation and communication</p>	<p>Communication and language -</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary (ELG) • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate (ELG) • Hold conversation when engaged in back-and-forth exchanges with their teachers and peers. 	<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>
<p>Vocabulary</p>	<p>Communication and language -</p> <ul style="list-style-type: none"> • Learn new vocabulary • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary (ELG) • Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary. 	<ul style="list-style-type: none"> • Pupils can use names and places that link to areas of study. • Pupils can use simple words and phrases with increasing accuracy to indicate periods of time e.g. a long time ago. • celebrate • Event(s) • Queen • King • rule • years • difference • object • artefact <p>Challenging</p> <ul style="list-style-type: none"> • historical event • past/present • succeed/succession 	<ul style="list-style-type: none"> • Pupils can remember and use names and words specific to areas of study. • Pupils can use words and phrases mostly accurately to indicate periods of time e.g. a long time ago, ancient, centuries. • before/after • past/present • then/now • sequence • chronological order • earlier • later • local area • historical event • Britain • parliament • source • research <p>Challenging</p> <ul style="list-style-type: none"> • democracy • eye-witness account 	<ul style="list-style-type: none"> • Pupils can remember and use names and words from the areas they have studied. • Pupils can use words and phrases accurately to indicate periods of time (a long time ago, ancient) and may be beginning to use more specific words and phrases to indicate time, talking about decades, centuries, millennium etc. • Pupils are being introduced to words related to history in general as well as periods of history e.g. empire, parliament, etc. <ul style="list-style-type: none"> • BC/AD • decade • ancient century • timeline • period • Brits • settlers • settlement • invaders/invasion • conquer(ed) • combat • archaeologists • excavate • evidence • similarities/ differences • information • skills 	<ul style="list-style-type: none"> • 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.) • Pupils are increasingly using words and phrases to indicate time, talking about decades, centuries, millennium etc. • Pupils remember a few words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc. <ul style="list-style-type: none"> • recent • history time difference • shape our lives • religious differences • wealthy / poor • accurate picture of the past • historical argument • point of view <p>Challenging</p> <ul style="list-style-type: none"> • way of life • dictated • developments • inventions • impact on health/ education 	<ul style="list-style-type: none"> • 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). • Pupils can use words and phrases to indicate time, talking about decades, centuries, millennium etc. • Pupils generally understand some words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc. <ul style="list-style-type: none"> • comparison • role of Britain • Christian values • crime punishment • hypothesis <p>Challenging</p> <ul style="list-style-type: none"> • specific features of different time periods 	<ul style="list-style-type: none"> • 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. • Pupils can use a range of words and phrases to indicate time, talking about decades, centuries, millennium etc. • Pupils generally understand words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc. <ul style="list-style-type: none"> • societies • summarise • major influence • world history civilizations • changes/ continuity • persuade • viewpoint • propaganda <p>Challenging</p> <ul style="list-style-type: none"> • advancements • causes in history British Empire • helped/ hindered • relationships • mono-cultural/ multi-cultural society • interpretations

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