



# History Progression



	Investigating and interpreting the past	Thinking about events, people and changes in the past	Understanding chronology	Communicating historically
EYFS	Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences	Spend time with children talking about photos and memories.	Begin to make sense of their own life-story and family's history.	Encourage children to retell what their parents told them about their life-story and family.
	Comment on images of familiar situations in the past	Offer hands-on experiences that deepen children's understanding, such as visiting a local area that has historical importance. Include a focus on the lives of both women and men.	Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.	Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past.
	Show images of familiar situations in the past, such as homes, schools, and transport	Compare and contrast characters from stories, including figures from the past.	Frequently share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present.	
Year 1	Begin to recognise changes over time	Describe historical events	Recount changes that have occurred in their own lives	Uses words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time
	Use artefacts, pictures, stories, online sources and databases to find out about the past	Talk about a famous person from the past	Place events and artefacts in order on a timeline	
	Talk about the differences between old and new objects	Make simple comparisons between the lives of significant individuals from the past (Mary Seacole and Florence Nightingale)	Explain how I have changed since I was born	Ask and answer questions about old and new objects
	Compare objects from the past using basic chronological language (e.g old, new, older, newer, oldest, newest, youngest, younger, elderly, child, infant)			Explain what an object from the past might have been used for
Year 2	Ask questions such as: What was it like for people? What happened? How Long ago?	Describe significant people from the past who have contributed to national and international achievements	Label time lines with words or phrases such as: past, present, older and newer	Show and understanding of the concept of nation and a nation's history
	Identify some of the different ways the past has been represented	Compare the lives of significant individuals from the past (Rosa Parks and Emmeline Pankhurst)		
	Learn about events beyond living memory that were significant nationally or globally	Recognise that there are reasons why people in the past acted as they did	Use dates, where appropriate	Use words and phrases like: before, after, past, present, then and now
	Learn about significant historical events, people and places in our own locality			
Year 3	Use evidence to ask questions and find answers to questions about the past	Make links between some of the features of past societies	Understand that a timeline can be divided into BC and AD	Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology, ancient and century
	Suggest suitable sources of evidence for historical enquiries	Describe what life was like in Prehistoric Britain (Stone Age to Iron Age).	Recognise similarities, differences and some trends over time	
		use research skills to find answers to specific historical questions	Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children	Have an understanding of how long ago events happened
	Learn about Greek life and society including achievements Investigate the legacy of Greek culture on British history			
Year 4	Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history	Describe the social, ethnic or religious diversity of past society (including Romanisation, Anglo Saxons).	Place events, artefacts and historical figures on a timeline using dates using centuries	Begin to use cross-curricular skills in order to communicate information about the past
	Understand that there may be different versions of the same event	Explain some of the times when Britain has been invaded (including Julius Caesar's attempted invasion in 55-54 BC & successful invasion by Claudius and conquest, including Hadrian's Wall & Anglo-Saxons)	Uses dates and terms to describe events	
			Suggest causes and consequences of some of the main events and changes in history	Examine the power of the Roman army. Explore the laws and justice of the past (Anglo-Saxons)
	Generate questions historical questions and seek to justify answers.	Explain how the lives of wealthy people were different from the lives of poorer people		Research what it was like for children in a given period of history and present my findings to an audience
Year 5	Use sources of evidence to deduce information about the past to prove or disprove a hypothesis	Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children	Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural)	Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy
	Select suitable sources of evidence and justify my choices	Give own reasons why changes occurred and support with evidence (Middle Ages plague, Tudors and religion)		
	Investigate my own line on enquiry by posing a question to answer	Make links between some of the features of past societies (technology, religion and society)	Draw a timeline with different historical periods showing key historical events or lives of significant people	Communicate ideas about the past using a range of cross-curricular skills (drawing, diagrams, data-handling, drama role-play, storytelling and ICT).
	Seek out and analyse a wide range of evidence in order to justify claims about the past	Compare two or more historical periods; explaining things which changed and things which stayed the same Understand the achievements of Ancient Egyptians and their impact on the world		
Year 6	Use sources of information to form testable hypotheses	Describe the social, ethnic or religious diversity of past society (Mayan civilisation) and compare to British society	Draw a timeline with different historical periods showing key historical events or lives of significant people	Select and use a wide range of cross-curricular skills to communicate information about the past
		Explain historical significant of key turn points in history (railways or Battle of Britain)	Understand the concepts of continuity and change over time, representing them, along with evidence on a time line	
	Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied	Identify continuity and change in the history of the locality of the area	Uses dates and terms accurately in describing events	Use original ways to present information and ideas
		Describe how crime and punishment has changed over a period of time		
Refine lines of enquiry as appropriate	Explore the changing powers of monarchs (Queen Victoria)	compare two or more historical periods; explaining things which changed and things which stayed the same	Explain how Parliament affects the decision making in England	
Test out a hypothesis or idea in order to answer questions	Analyse the Mayan civilisation with aspects of British history.			