



Subject Progression for History

	End of Nursery	End of Autumn Term	End of Spring Term	End of Reception	Early Learning Goal
EYFS - Past and Present	Children should be able to:				
	<ul style="list-style-type: none"> • Begin to have an understanding for terms like, yesterday, last week and last year; • Appreciate that they may have siblings that are older than them and that they may be older than a younger sibling; • Appreciate that certain artefacts and resources are old and have been used before. 	<ul style="list-style-type: none"> • Remember and talk about significant events in their own experiences, e.g. birthday; • Know and understand that their grandparents are older than their parents; • Begin to be familiar with words and phrases associated with long ago, such as 'in the past' or 'a long time ago'; • Begin to understand that some familiar stories were set in a time before they were born. 	<ul style="list-style-type: none"> • Begin to compare and contrast characters in stories about the past; • Understand that people celebrated events like Eid and Christmas before they were born; • Use appropriate language to describe the past, such as, 'in the past'. 	<ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society; • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; • Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society; • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; • Understand the past through settings, characters and events encountered in books read in class and storytelling.



EYFS - People and Communities	<ul style="list-style-type: none"> • Show interest in the lives of people who are familiar to them; • Remember and talking about significant events in their own experience; • Recognise and describing special times or events for family or friends; • Starting to show an interest in different occupations and ways of life. 	<ul style="list-style-type: none"> • Show increased interest in the lives of people who are familiar to them; • Have an greater understanding about why certain events are being celebrated; • Talk about people that are helpful to them both, from within their family and from outside their family. 	<ul style="list-style-type: none"> • Starting to show an interest in different occupations and ways of life; • Talking about members of their immediate family and community; • Naming and describing people who are familiar to them. 	<ul style="list-style-type: none"> • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; • 	<ul style="list-style-type: none"> • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
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Subject Progression for History						
Chronology and Sequencing	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Children should be able to:					
	<ul style="list-style-type: none"> •begin to develop chronological understanding. •know the 	<ul style="list-style-type: none"> •know where the people and events studied fit on a basic timeline. 	<ul style="list-style-type: none"> •begin to understand that the past is divided into differently named 	<ul style="list-style-type: none"> •understand that the past is divided into differently named periods of time and 	<ul style="list-style-type: none"> •begin to demonstrate a coherent chronological narrative, 	<ul style="list-style-type: none"> •demonstrate a coherent chronological narrative, knowledge and



<p>difference between long ago and now.</p> <ul style="list-style-type: none"> •compare modern and old objects and put 3 objects or events in order •know their life is different from the lives of people in the past. •begin to show understanding of time. •recognise the difference between 'old' and 'new' •know where some basic events fit on a timeline, relating to their topic •place some basic events onto a timeline and use this to support the retelling of past events. 	<ul style="list-style-type: none"> •identify some similarities and differences between ways of life at different times. •name some people in the past who have contributed to national and international achievements. •record some events onto a timeline. •remember a few significant names and dates. •use common words and phrases related to the passing of time (now, then, before). 	<p>periods of time.</p> <ul style="list-style-type: none"> •to begin to place events, people and changes of British, and world history, on a timeline, using appropriate dates. •put artefacts or information in chronological order. •develop knowledge of local and British history on the wider timeline (expanding timelines to reach from the Stone Age to modern day). •begin to understand the scale of history (eg. The Bronze Age lasted for 2000 years) 	<p>use some dates to explain British, local and world history.</p> <ul style="list-style-type: none"> •place events, people and changes of British, local & world history, on a timeline, using appropriate dates/chronological conventions eg. BC, BCE & AD. •put artefacts or information in chronological order. •position a growing range of eras and events on a timeline. •separate out timeline of Britain from global events. •recognise that some events are more globally important than 	<p>knowledge and understanding of Britain's past and the wider world</p> <ul style="list-style-type: none"> •to show a chronically secure knowledge and understanding of local, national and global history. •to tell the story of events within and across the time periods studied. •to describe connections, contrasts and trends over short and longer time periods. •place world history events on a timeline using the correct dates/chronological conventions eg. BC, BCE & AD. 	<p>understanding of Britain's past and the wider world</p> <ul style="list-style-type: none"> •show a chronically secure knowledge and understanding of local, national and global history. •tell the story of events within and across the time periods studied. •identify specific changes within and across different periods over a long arc of development. •describe connections, contrasts and trends over all time periods studied. •have a clear understanding of the order of the time periods that they
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				others.		have studied •comment on trends that happen over time. •annotate a timeline with historical terms and facts, showing a sense of historical scale.
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Children should be able to						
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Change and Development	<ul style="list-style-type: none"> •begin to understand how things change over time. •begin to understand the passage of time. •recall some simple facts •put 2 events or objects in order. •say how something is the same or different in the past. •develop a sense of time and how fast things change. 	<ul style="list-style-type: none"> •identify similarities and differences between different times. •speak about some of the people or events from their work •say how lifestyles were the same or different in the past. describe differences between 'then' and 'now'. •discuss the speed of change - sometimes in slow increments, sometimes in leaps. 	<ul style="list-style-type: none"> •make a few connections and contrasts eg. change, cause, similarity and difference. •identify some similarities/ differences between different times in the past in periods covered so far. •investigate everyday life for people in the past, including clothing, food, houses, beliefs and leisure activities and recognise how these were similar / different to the modern day. 	<ul style="list-style-type: none"> •make a some connections and contrasts eg. change, cause, similarity, difference, and significance. •identify many similarities/ differences between different times in the past in periods covered so far. •ask and answer questions about changes, similarities and differences. •begin to have an understanding of broader trends / themes over time. •explore differences between different people living at the same time. 	<ul style="list-style-type: none"> •devise questions about change, similarity, difference and significance of people or events in a context. •understand the complexity of people's lives in the past and how some societies are very different due to changes or challenges at the time. •discuss trends over time •discuss changes, similarities and differences. •deepen understanding of trends/themes overtime. •describe what life was like for people living at the same point. 	<ul style="list-style-type: none"> •To understand historical concepts change and development, continuity, similarity and difference. •ask and answer questions about changes, similarities and differences and challenge responses. •discuss and debate trends and themes over time. •describe changes across an historical period (considering social, political, cultural and technological changes). •see the relationship between different periods and the legacy or impacts for me and my identity.
			Subject Progression			



Cause and Effect	<ul style="list-style-type: none"> •give one cause of an event. •show an understanding of some key events. •start to think about the reasons why things might change 	<ul style="list-style-type: none"> •speak about some of the people or events from their work. •give more than one cause of an event and give a reason why people in the past acted as they did. •recount key events from the past in their own words and begin to explain why these events happened. •begin to think about the impact that historical events have had on modern life. 	<ul style="list-style-type: none"> •recount key events from the past and from the lives of key people. •question, investigate and give reasons for events in the past •describe the impact of events in the more distant past on modern life. • 	<ul style="list-style-type: none"> •independently question the reasons behind historical events and changes. •give increasingly historically accurate answers to these questions. •describe how events/ people being studied have had an impact on the modern world. 	<ul style="list-style-type: none"> •ask and answer clear and accurate questions about what happened. •ask ‘why’ questions to further historical understanding. •debate and discuss different opinions about historical causes and effects. •understand the complexity of people’s lives in the past and how some societies are very different due to changes or challenges at the time. 	<ul style="list-style-type: none"> •independently ask and answer clear and accurate questions about the past. •discuss and compare a range of plausible causes and effects. •investigate and describe legacies for the modern world, investigating and discussing how ancient civilisations can still have an impact on our lives.
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Historical Significance and Interpretation	<ul style="list-style-type: none"> •look at or touch objects from the past and comment on their appearance. •tell the past is different from today. •look at the differences between “long ago” and “now”. •be able to give you my own view on why something happened in the past or how I know. •begin to understand why events being studied are important. •use phrases such as now, after, before, •modern, new, old, a long time ago, in my lifetime, before I was born, when I was younger. 	<ul style="list-style-type: none"> •have an awareness of the past and can comment on what or how they found things out. •understand some of the ways in which we find out about the past. •speak about a few ways how the past has been presented or described. •understand the importance of basing their ideas on evidence. •develop the skills of presenting an idea and raising questions about the past. •understand why people and events being studied are important. •begin to express preferences and justify them with evidence / facts. 	<ul style="list-style-type: none"> •think critically and weigh evidence. •describe how the past can be represented or interpreted in a few different ways. •ask and answer questions about how and why events and people being studied are significant. •express preferences and personal responses to topics being studied and back-them up with evidence / facts. 	<ul style="list-style-type: none"> •think critically, weigh evidence, sift arguments, and develop perspective and judgement. •describe how the past can be represented or interpreted in a few different ways. •ask and answer questions about how and why events/people are significant. •show empathy for people living in the past, recognising what their lives would have been like and how they would have felt. 	<ul style="list-style-type: none"> •think critically, weigh evidence, sift arguments, and develop perspective and judgement. •understand that there can be many versions of the same events in history, giving reasons why these may exist. •be aware of different views about people and events studied and can give some reasons why different versions of the past exist. •deepen their understanding that historical knowledge comes from a range of sources, consider different viewpoints or think about possible bias. 	<ul style="list-style-type: none"> •think critically, weigh evidence, sift arguments, and develop perspective and judgement. •recognise that some events and people are more significant than others, and use evidence to back-up responses. •understand that historical knowledge comes from a range of sources. •make links between historical events, changes and cultures across the range of periods studied.
			Subject Progression		7 - 9	



Historical Enquiry	<ul style="list-style-type: none"> •show an interest in the past. •begin to ask questions about artefacts, suggesting what they might be used for. •begin to make accurate comparisons between modern and old objects. •find answers to simple questions in a piece of writing or from a picture. •ask and answer some historical questions. •sort pictures / objects / events into 'old' and 'new'. 	<ul style="list-style-type: none"> •analyse artefacts and ask questions about them. •consider how they might find out the answers to questions. •develop skills to study history by hypothesising, questioning and investigating •choose and use parts of stories and other sources of information to show they know and understand key features of events or people's lives which they have studied. •ask and answer historically relevant questions. •use historical vocabulary. 	<ul style="list-style-type: none"> •use one or more sources of information to help them answer questions about the past in sentences. •construct relevant questions about history and begin to suggest how these might be answered. •use phrases such as before, during, after, century, decade, BC, AD, ancient, modern, period, Empire, Age. 	<ul style="list-style-type: none"> •use one or more sources of information to help them answer questions about the past in sentences. •ask relevant questions about history and suggest sources of evidence that could be used to answer them, recognising the difference between primary and secondary sources. •Use historical terms correctly. 	<ul style="list-style-type: none"> •select appropriate evidence to answer a question, and recognise that there is often not a single 'right' answer to a historical question. •draw conclusions on what happened based on the study of a range of sources. •answer and devise their own historically valid questions. •evaluate a range of historical sources 	<ul style="list-style-type: none"> •consider the validity of different sources and select reliable, appropriate resources to use to answer a specific question. •reach conclusions on what happened based on the study of a range of sources. •reflect on enquiries and identify ways in which they could be improved or extended. •know how our knowledge of the past is constructed from a range of sources and can select and organise relevant historical information from a range of historical sources.
		•compare events from different periods in history.	Subject Progression		8 - 9	



Use of Sources	<ul style="list-style-type: none">•use pictures and photographs to extract some information about the past.•begin to recognise different ways we can learn about the past.	<ul style="list-style-type: none">•use a range of sources to extract some information about the past.•begin to piece together clues from a variety of different sources.	<ul style="list-style-type: none">•use a range of sources or artefacts to learn more about the past.•consider the range of sources available when they study different historical periods	<ul style="list-style-type: none">•understanding that historical knowledge comes from a range of sources.•look at two versions of the same events identifying how they are similar/different.•question the accuracy of modern depictions of historical events.	<ul style="list-style-type: none">•accept, reject and comment on how useful sources are when carrying out research.•recognise that not all sources are equally valid, and that some evidence may come from propaganda or opinion.	<ul style="list-style-type: none">•draw together and analyse a wide range of sources (both primary and secondary), sourcing these independently where appropriate.•challenge the accuracy, validity and usefulness of artefacts, texts, photographs, online resources etc. when investigating historical sources.
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