



History Progression of Learning



	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
NC Objectives	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.	Changes within living memory- changes in national life Events beyond living memory that are significant nationally and globally. The lives of significant individuals in the past who have contributed to national and international achievements. Significant historical events, people and places in their own locality.		Changes in Britain from the Stone Age to the Iron Age. The Roman Empire and its impact on Britain. Britain's settlement by Anglo-Saxons and Scots. The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. A local history study. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study. A study of Greek life and achievements and their influence on the western world. A non-European society that provides contrasts with British history.			
Chronological Understanding	Use everyday language related to time. Order and sequence familiar events. Describe main story settings, events	Sequence 3 or 4 artefacts from different periods of time Match objects to people of different ages	Sequence artefacts and photographs from different periods. Describe memories of	Describe events and periods using the words: BC, AD and decade. Describe events from the past using dates.	Plot recent history on a timeline using centuries Place periods of history on a timeline showing periods of time.	Use dates and historical language accurately. Draw a timeline with different time periods outlined which show different	Identify where a period of history fits on a timeline. Place a specific event on a timeline by decade.

	and principal characters. Talk about past and present events in their own lives and in lives of family members.	Use age appropriate chronological words (old, new, a long time ago) Talk about when they were younger. Retell a familiar story set in the past. Explain how they have changed since they were born. Recognise the different between the present and past in their own lives and other people's lives.	key events in lives. Use words and phrases such as earliest, latest, century, modern to show the passing of time. Use words and phrases like: before I was born, when I was younger. Use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in a historical context. Sequence a set of events in	Describe events and periods using the words: ancient and century Use a timeline within a specific time in history to set out the order things may have happened and identify significant events. Use their mathematical knowledge to work out how long ago events would have happened. Recognise and quantify the different time periods that exists between different groups that invaded Britain.	Use mathematical skills to round up time differences into centuries and decades and to work out time differences between significant events. Begin to build up a picture of what significant events happened in Britain/the world during different centuries.	information, such as, periods of history, when famous people lived ect. Use mathematical skills to work out exact time scales. Create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc.	Place features of historical events and people from past societies and periods in a chronological framework. Appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them.
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			chronological order and give reasons for their order.				
Historical enquiry	Begin to question why things happen. Beginning to understand why and how questions in response to stories and events. Understand and use vocabulary such as; how, why and because.	Find answers to simple questions about the past from sources of information, e.g. artefacts Show some understanding of how people find out about the past. Show some understanding of how evidence is collected and used to make historical facts. Answer questions using different sources, e.g. information books and pictures.	Understand how people find out about the past. Understand how evidence is collected. Handle sources and evidence to ask and answer questions about the past on the basis of simple observations. Ask and answer appropriate Historical questions.	Use a range of sources to find out about a period of time. Observe small details in artefacts. Select and record information relevant to the study. Use the library and the internet for personal research. Ask and answer simple questions. Begin to compare and contrast different sources.	Use evidence to build up a picture of a past event. Choose relevant material to present a picture of one aspect of life in time period. Ask and answer a variety of questions. Answer and begin to devise historically valid questions. Use a variety of sources to gain a more accurate understanding.	Identify primary and secondary sources. Answer and devise historically valid questions about change, cause, similarity and difference and significance. Select suitable sources of evidence and give reasons for choices.	Recognise primary and secondary sources. Use a range of sources to justify claims about the past. Suggest omissions and the means of finding out. Bring knowledge gathered from several sources. Answer and devise historically valid questions about change, cause, similarity and

		Understand and use vocabulary such as: questions, find out, evidence, collect, history, information, research, sources, artefacts, historians, investigate.					difference and significance.
Historical knowledge	Make observations and explain why some things occur and talk about changes. Understand and use vocabulary such as; I can see, I saw, same, different, similar, change, what happened, because and explain.	Recognise the difference between past and present in their own life and the lives of others. Know and recount stories about the past, knowing and understanding key events. Discuss simple similarities and differences between life at different times.	Recognise why people did things, why events happened and what happened as a result.	Find out about everyday lives of people in different time periods. Compare life now to different time periods. Identify reasons for people's actions and the results of people's actions. Understand why significant events happened.	Use evidence to reconstruct life in different time periods. Identify key features and events. Identify the cause and effect in different time periods. Offer a reasonable explanation for some events.	Understand different aspects of different people - differences between men and women. Examine causes and results of significant events and the impact this had. Compare aspects of life with the same aspect in another period.	Find out beliefs, behaviour and characteristics of people, recognising that not everybody shares the same belief. Compare beliefs and behaviours with another time period. Know key dates, people and events of time periods.
Historical interpretation	To identify things which are fact or	Use stories to encourage children to	Compare two versions of a past event.	Identify and give reasons for the different	Discuss and evaluate evidence.	Compare different accounts of	Link sources and work out how

	fiction in their own life.	distinguish between fact and fiction. Talk about simple ways in which the past is represented e.g. paintings, photos, artefacts.	Compare pictures or photographs of people or events in the past. Identify ways the past is represented and discuss the reliability of the sources.	ways the past is represented. Distinguish between different sources and compare different versions of the same story. Look at representations of different time periods.	Evaluate the effectiveness of different sources. Use own research to gain a better understanding of different time periods.	events from different sources. Offer some reasons for different versions of events.	conclusions were made. Consider ways of checking the accuracy of sources - fact, fiction or opinion. Understand that different evidence will lead to different conclusions. Confidently use the library and internet for research.
Organisation and communication	To communicate knowledge through discussions and drawing.	Communicate knowledge through discussion, drawing, drama, role play, making models, writing and using ICT. Use simple terms to talk about the passing of time.	Begin to construct own responses that involve thoughtful selection and organisation of relevant historical information. Use historically accurate terms to talk about the passing of time.	Recall, select and organise historical information.			

Historical Concepts							
	EYFS	KSI		KS2			
Continuity and change	Look closely at similarities, differences, patterns and change. Develop understanding of growth, decay and changes over time.	Identify similarities and differences between ways of life at different times.		Describe and make links between main events, situations and changes within and across different periods/societies			
Cause and consequence	Question why things happen and give explanations	Recognise why people did things, why events happened and what happened as a result.		Identify and give reasons for, results of, historical events, situations, changes			
Similarity / Difference	Know about similarities and differences between themselves and others, and among families, communities and traditions	Make simple observations about different types of people, events, beliefs within a society.		Describe social, cultural, religious and ethnic diversity in Britain & the wider world.			
Significance	Recognise and describe special times or events for family or friends	Talk about who was important eg in a simple historical account.		Identify historically significant people and events in situations.			
Named Historians	Neil Armstrong Martin Luther King	Guy Fawkes, Marie Curie,	Queen Victoria, Queen Elizabeth	Boudicca Tutankhamun	Henry VIII Alfred the Great	Herodotus, John Lloyd Stephens	Elizabeth Fry Winston Churchill

	Florence Nightingale		I, Rosa Parks, Samuel Pepys				
Vocabulary	A long time ago, same, different, change people, lives, history, artefact, past, now, modern, old, new, touch, see, smell, hear, discuss questioning, finding out, order, compare.	Today, now, hours, tomorrow, yesterday, then, after, before, weeks, the present, year, decade, century, the past, long ago, the future, day, week, month, long ago, Ancient, modern, timeline, date order, similar, different, because, important.	chronological time consolidation, sequence, chronological order, recent history, earlier, later, decades, centuries, research, buildings, places, Historical event.	Chronological time consolidation, AD, BC, eras, timeline, period, Millennium, thousands of years, questions, opinion, experts, bar graph, compare, initiate, theme, place, investigate, locality, eyewitness account, similarities, differences, archaeologists, excavation, perception, think critically, first-hand evidence, organisation, second-hand evidence.	Chronological time consolidation, time difference, continuity, change, satellite images, respond, aerial photographs, source, collect, record, analyse, data, compare, locations, developments, impact on life, argument, interpretations, develop perspective, oral history, Myths & Legends.	Chronological time consolidation, AD, BC, cause, consequence, similarity, anachronism, legacy, primary source, secondary source, suggest, compare, collect, record, analyse, Historical maps, different scales, contrast, analyse trends, influence, identify, hypothesis, arguments, sources, infer, reliable.	Chronological time consolidation, short term, long term, timescales, difference, significance, trends, fieldwork, conduct, research, primary source, secondary source, evaluate, collect, record, analyse conclusions, advancements, interpretations, cause and effect, structured accounts, omissions, impression, biased, motive, propaganda.

	Autumn Term	Spring Term	Summer Term
Cultural Capital and Wider Experiences	October - Black History Month 11 th October - Zimbabwe Folk Tale Drama Workshops 12 th October - African Jewellery Making Workshop November - Laying of the Flowers Chingford Cemetery	17 th January - Martin Luther King Day 27 th January - Holocaust Memorial Day	21 st May - World Day for Cultural Diversity 31 st May - London History Day June - Caribbean American Heritage Month