

KEY HISTORICAL CONCEPTS - PROGRESSION

	Chronology	Cause and effect	Continuity and change	Significance	Perspective
End of EYFS	<ul style="list-style-type: none"> * Show an awareness of the past. * Begin to understand the passage of time. * Know the difference between long ago and now. * Begin to use correct words such as yesterday, past * Convey information about the past in one way <i>e.g. orally using common words relating to the past</i> 		<ul style="list-style-type: none"> * Begin to understand how things change over time. 	<ul style="list-style-type: none"> * Compare modern and old objects. * Know my life is different from the lives of people in the past. * Look at the differences between "long ago" and "now". 	<ul style="list-style-type: none"> * Give own view on why something happened in the past or how I know in relation to personal History.
End of Year 2	<ul style="list-style-type: none"> * Use common words and phrases relating to the passing of time. * Know where the people and events studied fit on a basic timeline. * Put a few objects/events in order. * Sequence events in their life. * Sequence artefacts, photographs 	<ul style="list-style-type: none"> * Recognise why people did things, why events happened and what happened as a result. * Give more than one cause of an event and give a reason why people in the past acted as they did. 	<ul style="list-style-type: none"> * Understand how things change over time. * Tell a few differences and similarities between the ways of life at different times. * Compare aspects of life in different periods. 	<ul style="list-style-type: none"> * Name a few people in the past who have contributed to national and international achievements. * Reflect on the significance of what I have learnt about the past. * Explain why some people and events were important 	<ul style="list-style-type: none"> * Begin to appreciate reliability of pictures from the past * Compare 2 versions of a past event.
End of Year 4	<ul style="list-style-type: none"> * Place the time studied on a time line. * Understand that the past is divided into differently named periods of time and use some dates to explain British history, local, world history. * Place events, people and changes of British, local and world history on a timeline using actions 	<ul style="list-style-type: none"> * Give a few reasons for and the results of the main events and changes of time studied. * Make a few connections and contrasts e.g. change, cause, similarity, difference and significance. * Identify reasons for and results of people's actions 	<ul style="list-style-type: none"> * Make a few connections and contrasts e.g. change, cause, similarity, difference and significance. * Identify a range of similarities / differences between different times in the past in periods covered so far. 	<ul style="list-style-type: none"> * Make a few connections and contrasts e.g. change, cause, similarity, difference and significance. 	<ul style="list-style-type: none"> * Describe how the past can be represented or interpreted in a few different ways. * Identify and give reasons for different ways in which the past is presented.
End of Year 6	<ul style="list-style-type: none"> * Demonstrate a chronologically secure knowledge and understanding of local, national and global history. * Tell the story of events within and across the time periods I have studied. * Confidently use/apply mathematical skills when placing events in chronological order, using place value and negative numbers. 	<ul style="list-style-type: none"> * Describe/make links between events/changes giving reasons and results of events/changes * Explain most causes/results showing links between them. * Understand there were different types of causes to an event. * Suggest the most important cause or result. 	<ul style="list-style-type: none"> * Make detailed links between and across features of past societies and across different periods. * Understand change and continuity. * 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. * Make pertinent and valid comparisons between periods. 	<ul style="list-style-type: none"> * Recognise the relationship between different periods and the legacy or impacts for me and my identity. 	<ul style="list-style-type: none"> * Explain that the past can be represented or interpreted in many different ways. * Awareness of different views about people, events studied and can give some reasons why different versions of the past existed. * Consider different viewpoints or think about bias or anachronism. * Recognise not everyone shares the same views or feelings.

KEY HISTORICAL SKILLS - PROGRESSION

	Ask perceptive questions	Weigh evidence	Develop perspective and judgement	Make connections	Analysis and use of sources
End of EYFS	<ul style="list-style-type: none"> * Show an interest in the past. * Begin to ask questions about artefacts, suggesting what they might be for. 	<ul style="list-style-type: none"> * Begin to make accurate comparisons between modern and old objects. 			<ul style="list-style-type: none"> * Look at or touch objects from the past and comment on its appearance

End of Year 2	<ul style="list-style-type: none"> * Ask questions. * Think how I might find out answers. * Begin to develop skills to study history by hypothesising, questioning and investigating. 	<ul style="list-style-type: none"> * Understand the importance of basing my ideas on evidence. 	<ul style="list-style-type: none"> * Choose and use parts of stories and other sources of information to show I know and understand key features of events or people's lives studied. 	<ul style="list-style-type: none"> * Identify similarities and differences between ways of life at different times 	<ul style="list-style-type: none"> * Analyse artefacts * Understand some of the ways in which we find out about the past. * Tell you a few ways the past has been presented or described. * Develop an awareness of the past and can comment on what or how I found
End of Year 4	<ul style="list-style-type: none"> * Answer and devise my own historically valid questions. 	<ul style="list-style-type: none"> * Construct informed responses by thoughtfully selecting and organising relevant historical information. * Begin to evaluate the usefulness of different sources. 	<ul style="list-style-type: none"> * Offer some reasons for different versions of events. * Compare accounts of events from different sources. 	<ul style="list-style-type: none"> * Make connections/contrasts eg: change, cause, similarity, difference and significance between different times in the periods covered so far 	<ul style="list-style-type: none"> * Use one or more sources of information to help me answer questions about the past in sentences. * Begin to identify primary and secondary sources. * Distinguish between different sources – compare different versions of the same
End of Year 6	<ul style="list-style-type: none"> * Answer and devise my own historically valid questions. * Devise questions about change, cause, similarity, difference and significance of people or events in a wider context. 	<ul style="list-style-type: none"> * Evaluate and carefully select from a range of historical sources to find relevant historical information. * 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 	<ul style="list-style-type: none"> * Link sources and work out how conclusions were arrived at. 	<ul style="list-style-type: none"> * Discuss trends over time/ make links between events/changes/see the relationship between different periods and the legacy or impact on me and my life. 	<ul style="list-style-type: none"> * Make perceptive deductions about the reliability of sources. * Recognise primary and secondary sources. * Use a range of sources to find out about an aspect of time past.