

# History Progression

## By the end of Year 6 children will:

- have a curiosity and fascination about the past
- have a secure understanding of the chronology of the periods/events in history that they have studied
- use factual knowledge to describe past societies, periods and events
- select, gather and organise evidence from a variety of primary and secondary sources to find out about the past
- look closely and methodically when analysing a range of historical sources
- understand the significance of the people and events they have studied
- recognise similarities and differences between the historical periods they have studied and make links between them
- recognise that some things stayed the same across the historical periods they have studied and how and why some things changed
- explain the possible cause/s of historical events and why people behaved as they did
- understand the consequences of past events and their impact on individuals, groups and society
- give opinions about historical events/periods and reasons for their opinions
- understand some of the different positions from which people see and understand historical events
- understand that explanations, interpretations and opinions of the past can differ and are open to debate
- tell a narrative of the past

## EYFS links:

### Understanding the World

#### In Reception





- Compare and contrast characters from stories, including figures from the past
- Recognise that people have different beliefs and celebrate special times in different ways

#### Past and Present ELG

- Talk about the lives of the people around them & their roles in society
- Know some similarities & 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 & events encountered in books read in class and storytelling

#### Speaking ELG

- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	How toys have changed over time The History of Holland park School	The Great Fire of London Explorers (Columbus and Armstrong)	Stone Age to Iron Age Ancient Egyptians	Roman Empire in Britain Maya Civilization	The influence of the Ancient Greeks Vikings and Anglo-Saxons	Battle of Britain Clacton at War
Understanding chronology 	sequence events and artefacts into chronological order  use some common words and phrases relating to the passing of time: 'before', 'after', 'then' 'now'	sequence events, photographs and artefacts into chronological order within closer time boundaries  use an increasing range of: common words and phrases relating to the passing of time: 'past', 'present'	recall and place some events into periods of time on a timeline  recognise that the past can be split into different periods of time and use the correct period labels for the periods studied order, place, and locate the periods studied on a timeline, beginning to use some dates  use an increasing range of common words and phrases relating to the passing of time: 'modern', 'ancient', 'period', 'BCE', 'CE'	begin to date historical periods and events  use the correct period labels for the periods studied map events, dates, people and changes studied into the correct period on a timeline  use an increasing range of common words and phrases relating to the passing of time	date historical periods and events  match dates to centuries (e.g. know that 665 is in the 7th century)  use the correct period labels for the periods studied know where to place periods in history that are studied in relation to other known periods of history  recall and place some relevant dates and events into the correct period on a timeline  map areas of study into the correct period on a timeline  use a range of historical vocabulary relating to the passing of time	use dates to order, place and locate on a timeline: historical periods; events within historical periods; people and changes that are/have been studied  use the correct period labels for the periods studied  recall and place a range of relevant dates and events on a timeline  map areas of study on a timeline in relation to other studies  use a wide range of historical vocabulary relating to the passing of time
Similarities and differences and change and continuity 	describe some of the similarities and differences within the building between people 'then' and 'now' e.g. how they played  recount changes within living memory (and beyond)	identify similarities and differences between events and ways of life of people in the past and events and people in the present  recount changes within living memory and beyond	compare different time periods describing similarities and differences between them (social, cultural, religious and ethnic diversity)  begin to describe and make links between main events, situations and changes within and across different periods	use factual knowledge to describe the similarities and differences between periods of time (social, cultural, religious and ethnic diversity)  describe and make links between main events, situations and changes within and across different periods	compare an aspect of life across the period studied and identify similarities and differences with modern times and other periods that have been studied  begin to identify change and continuity within and across periods	compare an aspect of life/a trend across the period studied and identify similarities and differences with modern times and other periods that have been studied  identify and explain change and continuity within and across periods
Cause and consequence 	understand some of the reasons why people did things in the past and what happened as a result e.g. reasons for change within the school and what happened as a result	explain some of the reasons why people did things, why events happened and what happened as a result	explain some of the reasons for and impact of the main events and people's actions	examine and summarise the main reasons for and impact of historical events, situations and changes	examine, describe and summarise the reasons for and effects of historical events, situations and changes in the period studied	begin to use evidence to hypothesise about the reasons for historical events, situations and the actions of individuals  identify and describe the effects of historical events, situations and changes in the periods and societies studied
Understand characteristic ideas, beliefs, attitudes and diversity 	use historical vocabulary to describe the past  know about changes to the school within living memory and beyond	use an increasing range of historical vocabulary to describe the past  know about characteristic features, significant people events, situations and developments in the past	use historical vocabulary to describe the periods studied, events and people being studied  know about and understand characteristic features and significant people, events, situations and developments from the periods studied	use historical vocabulary to describe the periods, events and people being studied  know about and understand characteristic features and significant people, events, situations and developments of the period being studied	use a range of historical vocabulary to describe the periods, events and people being studied  know about and understand the characteristic features and significant people, events,	use a wide range of historical vocabulary to describe the periods, events and people being studied  know about, understand and describe the characteristic features and significant people, events, situations and

		explain some of the things that significant people did in the past	explain the key features of people's lives or key features of events	use factual knowledge to explain the key features of people's lives or key features of events	situations and developments of the period being studied  use factual knowledge to describe key features and different aspects of people's lives, past societies and periods, making connections between them	developments of the period being studied  use factual knowledge to describe and begin to elaborate on past societies, periods and events, making connections between them
<p>Understand how sources are used to make historical claims.</p> 	<p>ask and answer relevant questions about: events within living memory (and beyond); sources; artefacts</p> <p>understand some ways we find out about the past handle, describe and make observations about a range of sources</p> <p>sort artefacts into 'then' and 'now' and make simple comparisons</p> <p>begin to analyse simple sources</p>	<p>ask and answer questions about: events beyond living memory; a range of sources</p> <p>understand some ways we find out about the past handle,</p> <p>observe and describe a range of sources to find out about the past</p> <p>begin to discuss the effectiveness of some historical sources begin to collect and use some relevant material to develop a picture of a past event</p> <p>analyse simple sources e.g. photographs or pictures of people or events in the past</p>	<p>ask and answer a range of questions about: the periods being studied, a wide range of sources</p> <p>identify different sources of information to find out about the past and begin to explain the differences between them</p> <p>select and record useful information about events, people and changes from a range of relevant material begin to</p> <p>evaluate the usefulness of sources of information by talking about the advantages and disadvantages of using them</p> <p>analyse a historical source to find out about events, people or places</p>	<p>ask and answer a range of questions about: the periods being studied, a wide range of sources</p> <p>use a range of relevant material to develop a picture of a past event</p> <p>begin to evaluate the usefulness of sources of information by talking about the advantages and disadvantages of using them</p> <p>analyse different sources of information to find out about events, people and changes</p>	<p>ask and answer a range of questions about: the periods being studied and hypothesise about the possible answers</p> <p>begin to recognise and interpret sources to find out about an aspect of the past</p> <p>evaluate the usefulness of a range of sources</p> <p>begin to use more than one source of information to generalise about an aspect of the past</p> <p>analyse information from sources to find out about an aspect of the past</p>	<p>ask and answer a range of questions about: the periods being studied and hypothesise about the possible answers</p> <p>recognise and sources to find out about an aspect of the past</p> <p>begin to generalise about an aspect of the past using a range of sources, suggesting omissions and the means of finding out missing information</p> <p>evaluate the usefulness of sources and begin to consider how conclusions were arrived at</p> <p>analyse a range of sources to find out about an aspect of the past</p>
<p>Interpretation and how the past is represented</p> 	<p>begin to identify different ways in which the past is represented e.g. stories, tapestry, pictures</p>	<p>identify some ways in which the past is represented e.g. paintings, maps</p> <p>know that there are different opinions about events in the past</p>	<p>identify a range of ways in which the past is represented know that understanding of the past changes over time as new evidence is discovered</p>	<p>identify a range of ways in which the past is represented know that there are different interpretations about people and events from the past</p>	<p>show some understanding that aspects of the past have been represented and interpreted in different ways</p> <p>compare and contrast different accounts of historical events from the period studied</p>	<p>appreciate that aspects of the past have been represented and interpreted in different ways, and begin to give the reasons for this</p>