



History Progression Document

Component 1 (Chronology): Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history.

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Chronology	<ul style="list-style-type: none"> I can talk about & present events in my own life & in the lives of family members 	<ul style="list-style-type: none"> Understand the difference between things that happened in the past and the present Describe things that happened to themselves and other people in the past. Order a set of events or objects Use a timeline to place important events. Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young 	<ul style="list-style-type: none"> Understand and use the words past and present when telling others about an event. Recount changes in my own life over time. Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me. Use a timeline to place important events. 	<ul style="list-style-type: none"> Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Use a timeline to place historical events in chronological order. Describe dates of and order significant events from the period studied. 	<ul style="list-style-type: none"> Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Order significant events and dates on a timeline. Describe the main changes in a period in history. 	<ul style="list-style-type: none"> Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Order significant events, movements and dates on a timeline Describe the main changes in a period in history 	<ul style="list-style-type: none"> Order significant events, movements and dates on a timeline. Identify and compare changes within and across different periods Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain.

Component 2 (significant people/events): Events beyond living memory and the lives of significant individuals

	EYFS	Year 1	Year 2	Y3	Y4	Y5	Y6
Significant people/events	<ul style="list-style-type: none"> Recognise and describe special times or events for family or friends Talk about past and present events in their own lives and in lives of family members. Order and sequence familiar events 	<ul style="list-style-type: none"> Recall some facts about people/events before living memory Say why people may have acted the way they did. 	<ul style="list-style-type: none"> Use information to describe the past. Describe the differences between then and now. Look at evidence to give and explain reasons why people in the past may have acted in the way they did. 	<ul style="list-style-type: none"> Use evidence to describe the culture and leisure activities from the past. Use evidence to describe the clothes, way of life and actions of people in the past. Use evidence to describe buildings 	<ul style="list-style-type: none"> Use evidence to describe what was important to people from the past. Use evidence to show how the lives of rich and poor people from the past differed. Describe similarities and differences between people, 	<ul style="list-style-type: none"> Choose reliable sources of information to find out about the past. Give own reasons why changes may have occurred, backed up by evidence. Describe similarities and differences between some 	<ul style="list-style-type: none"> Choose reliable sources of information to find out about the past. Give reasons why changes may have occurred, backed up by evidence. Describe similarities and differences between some



	<ul style="list-style-type: none"> Describe main story settings, events and principal characters. 		<ul style="list-style-type: none"> Recount the main events from a significant event in history. 	and their uses of people from the past	<ul style="list-style-type: none"> events and artefacts studied. Describe how some of the things I have studied from the past affect/influence life today 	<ul style="list-style-type: none"> people, events and artefacts studied Describe how historical events studied affect/influence life today. Make links between some of the features of past societies. (e.g. religion, houses, society, technology.) 	<ul style="list-style-type: none"> people, events and artefacts studied. Describe how some of the things studied from the past affect/influence life today. Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)
--	--	--	--	--	---	---	---

Component 3 (sources): Select and organise historical information and understand history can come from a range of sources

Historical Interpretation & Sources	<ul style="list-style-type: none"> Make observations of animals & plants and explain why some things occur and talk about changes 	<ul style="list-style-type: none"> Look at books, videos, photographs, pictures and artefacts to find out about the past 	<ul style="list-style-type: none"> Look at and use books and pictures, stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past. 	<ul style="list-style-type: none"> Explore the idea that there are different accounts of history. 	<ul style="list-style-type: none"> Look at different versions of the same event in history and identify differences. Know that people in the past represent events or ideas in a way that persuades others. 	<ul style="list-style-type: none"> Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history. Give reasons why there may be different accounts of history. Evaluate evidence to choose the most reliable forms. 	<ul style="list-style-type: none"> Evaluate evidence to choose the most reliable forms. Know that people both in the past have a point of view and that this can affect interpretation. Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.
-------------------------------------	--	---	---	--	---	---	--

Component 4 (enquiry): devise historically valid questions about change, cause, similarity and difference, and significance

Historical Enquiry	<ul style="list-style-type: none"> Look closely at similarities, differences, patterns and change. Make observations of humans, animals & plants and explain why some things occur, and talk about changes? 	<ul style="list-style-type: none"> Identify different ways in which the past is represented Explore events, look at pictures and ask questions i.e. "Which things are old and which are new?" or "What were people doing?" 	<ul style="list-style-type: none"> Identify different ways in which the past is represented. Ask questions about the past. Use a wide range of information to answer questions. 	<ul style="list-style-type: none"> Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past. 	<ul style="list-style-type: none"> Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past. 	<ul style="list-style-type: none"> Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect 	<ul style="list-style-type: none"> Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect
--------------------	---	--	--	---	--	--	--



Small school, big heart

		<ul style="list-style-type: none">• Look at objects from the past and ask questions i.e, "What were they used for?" and try to answer.		<ul style="list-style-type: none">• Ask questions and find answers about the past.	<ul style="list-style-type: none">• Ask questions and find answers about the past.	<p>evidence about the past.</p> <ul style="list-style-type: none">• Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.• Investigate own lines of enquiry by posing questions to answer	<p>evidence about the past.</p> <ul style="list-style-type: none">• Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.• Investigate own lines of enquiry by posing questions to answer
--	--	--	--	--	--	--	--