

History Progression

EYFS: building the foundations for History

Nursery

Children throughout Early Years build secure foundations for later success in the History National Curriculum through developing their Knowledge and Understanding of the World, Communication and Language and Personal, Social and Emotional Development.

Reception Historical Topics: Life stories so far/comparing baby photos and now, My home and what it looks like, school story so far

Chronological understanding: recall events that have happened in the past

Knowledge and interpretation: know some events that have happened in their family with special meaning

Historical enquiry: talk about events that have happened in the past with meaning to themselves and their family

Reception

Children throughout Early Years build secure foundations for later success in the History National Curriculum through developing their Knowledge and Understanding of the World, Communication and Language and Personal, Social and Emotional Development.

Reception Historical Topics: Life stories so far/comparing baby photos and now, Houses past and present, school story so far

Chronological understanding:

- Use some historical vocabulary related to the past including: the past and now, today and yesterday.
- Begin to make sense of their own life story.

Knowledge and interpretation:

- Knows about some things from the past through settings, characters and events encountered in books read in class, storytelling, trips and visits.

Historical enquiry:

- Talk about the lives of people around them and their roles in society.
- Compare and contrast characters from stories, including figures from the past, drawing on their experiences and what has been read in class.
- Can comment on images of familiar situations in the past including looking at photographs of the local area

	Year 1/2	Year 3/4	Year 5/6
Year A	Toys Then and Now Explorers - Amy Johnson Heroes	Ancient Egypt Ancient Maya Anglo Saxons	World War Two Hull Blitz Black and British
Year B	Explorers - Armstrong and Columbus Castles Great Fire of London Seaside	Stone Age Romans Local History	Ancient Greece Vikings Tudors & Monarchy
Chronological understanding	- Describe memories of key events in own lives on a timeline - Sequence significant events in history in chronological order closer together in time - Sequence 3 or 4 artefacts or photographs from distinctly different periods of time	- Place events from periods studied on a timeline - Date events and understand AD and BC - Sequence 5 or more events from the period studied	- Know and sequence key events from period studied and put on a timeline - Use relevant terms and dates of the period - Make comparisons of different times in the past when sequencing seven artefacts
Knowledge and understanding	- Find out about people and events - Understand why people did things in the past and what the consequences of events were - Identify differences and similarities between ways of life at different times - Know and recount events from the past - Study change through the lives of significant individuals	- Find out about everyday lives of people in the time studied - Understand and explain why people did things in the past and identify reasons and results of actions - Compare with our life today - Identify key features and events of time studied and begin to explain these - Know about Ancient Civilisations	- Study different aspects or people and other differences such as between men and women - Examine and begin to explain causes and results of events and the impact on people - Compare an aspect of life with the same aspect in more than one other

			• Find out about life in early and late times studied and compare / contrast • Study an Ancient Civilisation in detail
Historical Enquiry	• Sequence artefacts • Use a source to make simple observations; ask who, what, where, when, how and why	• Observe small details in artefacts • Use evidence in sources to build up a picture of a past event • Choose relevant sources to present a picture of the past • Ask questions to discuss effectiveness of sources • Use the library and internet for research	• Identify primary and secondary sources • Use a range of sources to find out about an aspect of time in the past and understand their usefulness and discuss reliability • Select relevant sections of information to ask and answer a variety of more complex questions • Bring knowledge gathered from several source together in a fluent account
Interpretations	• Compare photos and images of people in the past • Identify different ways to represent the past using evidence and sources	• Identify and give reasons for different ways in which the past is represented • Look at evidence and evaluate usefulness of different sources • Look at representations in the period through artefacts and sources • Begin to use text books and historical information as well as sources	• Link source and work out how conclusions were arrived at, understanding that different evidence will lead to different conclusions • Confident use of library, internet and sources for research