

History progression grid EYFS - Y6

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Chronological understanding | <p>Sequence events in their lives and understand what they can do now, which they couldn't do as a baby/toddler.</p> <p>Order images into a plausible chronological order.</p> <p>Identify changes between them as a baby and now.</p> | <p>Sequence around 4 events or objects in chronological order.</p> <p>Sequence photos from different periods of their life.</p> <p>Use and understand the terminology past and present with support.</p> <p>Use and understand the terminology now and then confidently.</p> <p>Use and understand a simple timeline using pictures.</p> | <p>Sequence an event beyond living memory using pictures/ simple text.</p> <p>Sequence events/photos from different periods of their life.</p> <p>Use and understand a simple timeline using dates.</p> <p>Describe memories of key events in lives.</p> <p>Confidently use past and present.</p> | <p>Place the time studied on a timeline.</p> <p>Understand the concept of change over time.</p> <p>Use and understand dates related to the passing of time to describe events.</p> <p>Understand more complex terms e.g. BC/AD.</p> | <p>Place events from the period studied on a timeline.</p> <p>Understand the concept of change over time, and representing this on a timeline.</p> <p>Use dates and terms to describe events.</p> | <p>Accurately know and sequence key events of time studied.</p> <p>Make comparisons between different times in history.</p> <p>Use dates, relevant terms and period's labels.</p> <p>Relate current studies to previous studies.</p> <p>Devise historically valid questions about significant events.</p> | <p>Place current study on a timeline in relation to other studies.</p> <p>Identify periods of rapid change in history.</p> <p>Understand the concepts of continuity and change over time on a timeline.</p> <p>Use dates and terms accurately in describing events.</p> |

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| <p>Historical knowledge and understanding</p> | <p>Compare and contrast characters from stories including those from the past.</p> | <p>Find out some facts about people long ago.</p> <p>Find some facts about events that happened long ago.</p> <p>Say why people may have acted as they did.</p> <p>Recognise the difference between past and present in their own and other's lives.</p> | <p>Use information to describe the past.</p> <p>Use information about the past to describe the differences between then and now.</p> <p>Look at evidence to give and explain reasons why people in the past may have acted as they did.</p> <p>Recount the main events from a significant event in history.</p> | <p>Use evidence to find out about change during a time period.</p> <p>Describe similarities and differences between people, events and objects.</p> | <p>Show knowledge and understanding by describing features of past societies and Periods.</p> <p>Give reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period.</p> <p>Describes how some of the past events/people affect life today.</p> | <p>Identify some social, cultural, religious and ethnic diversities of societies studied in Britain and the wider world.</p> <p>Give some causes and consequences of the main events, situations and changes in the periods studied.</p> <p>Discuss the impact and causes of historical change in Britain.</p> | <p>Discuss the impact and causes of historical change in Britain identifying and contrasting changes and trends between different periods.</p> <p>Give reasons why changes may have occurred, backed up with Evidence.</p> <p>Describe the similarities and differences between some people, events and objects studied.</p> <p>Describe how some changes affect life today.</p> |
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| <p>Historical interpretation</p> | <p>To know that there are different people in society.</p> <p>To understand that people believe different things.</p> | <p>Begin to identify different ways to represent the past (e.g. photos, stories).</p> <p>Begin to compare pictures or photographs of people or events in the past.</p> <p>Ask questions such as: What was it like for people? What happened? How long ago?</p> | <p>Compare pictures or photographs of people or events in the past.</p> <p>Identify different ways to represent the past.</p> | <p>Identify and give reasons for different ways in which the past is represented.</p> <p>Distinguish between different sources.</p> <p>Explore the idea that there are different accounts of history.</p> | <p>Compare accounts of events from different sources.</p> <p>Begin to evaluate the usefulness of different sources.</p> <p>Use more than one source of evidence for historical enquiry.</p> | <p>Understand that no single source of evidence gives the full answer to questions about the past.</p> <p>Understand that some evidence from the past is propaganda, opinion or misinformation , and that this affects interpretations of history.</p> | <p>Select and analyse a wide range of evidence in order to justify claims about the past.</p> <p>Evaluate evidence to choose the most reliable form.</p> <p>Show an awareness and understanding of the concept of propaganda, opinion or misinformation , and that this affects interpretations of history.</p> |
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| <p>Historical enquiry</p> | <p>Begin to make sense of their own life story and those of their families.</p> | <p>Find answers to simple questions about the past from sources of information.</p> | <p>Answer questions about the past by making simple observations from historical sources.</p> <p>Asks and answers simple questions such as: 'what was it like for...?'</p> | <p>With help, use sources such as documents, printed sources (e.g. archive materials), the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums, galleries and sites, to collect evidence about the past.</p> <p>Ask questions such as, "How did people...?' 'What did people do for....?'"</p> <p>Begin to suggest sources of evidence to help answer questions.</p> | <p>Begin to select and combine information from different sources.</p> <p>Begin to use a range of sources to collect evidence about the past.</p> <p>Ask questions such as 'what was it like for.....during... .?'</p> | <p>Confidently use a range of sources to collect evidence about the past.</p> <p>Choose reliable sources of evidence to help answer questions.</p> <p>Realise that there is often not a single answer to historical questions.</p> | <p>Using their knowledge and understanding children ask historical questions and evaluate historical sources and their reliability (secondary and primary).</p> <p>Identify sources that are useful to answer specific enquiries and evaluate the success of their strategies.</p> <p>Bring knowledge gathered from several sources together in a fluent account.</p> |
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| <p>Historical Organisation and Communication</p> | <p>Verbalise things that they know from their own past.</p> <p>Verbalise, in order, events from a text (fiction or nonfiction account).</p> | <p>Talk, draw or write about aspects of the past.</p> <p>Speak about how they have found out about the past.</p> <p>Begin to use vocabulary of everyday historical terms.</p> <p>Begin to record what they have learned [drawing, writing, drama, annotated diagrams, photos, ICT, timelines with objects etc].</p> | <p>Use a wide vocabulary of everyday historical terms.</p> <p>Record what they have learned [drawing, writing, drama, annotated diagrams, photos, ICT, timelines with objects etc].</p> | <p>Begin to communicate findings in an organised, structured way, using appropriate terminology eg. select data and organise into a fact file to answer historical questions/ display findings in a variety of ways eg discussion, pictures, writing, annotations, drama etc.</p> <p>With guidance plan and carry out investigations.</p> | <p>Communicate findings in an organised, structured way, using appropriate terminology eg. select data and organise into a fact file to answer historical questions/ display findings in a variety of ways eg discussion, pictures, writing, annotations, drama etc.</p> <p>Plan and carry out investigations independently and in groups.</p> | <p>Begin to present findings and communicate knowledge and understanding in different ways eg detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/ travel guides, posters, news reports.</p> <p>Plan and carry out investigations independently and in groups, showing awareness of sources.</p> | <p>Present findings and communicate knowledge and understanding in different ways eg detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/ travel guides, posters, news reports.</p> <p>Plan and carry out Investigations independently and in groups, showing awareness of sources and evaluating reliability.</p> |
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