

A progression in History from Reception to Year 7

| Historical chronology | Historical concepts | Historical interpretation | Historical enquiry | Historical communication |
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| <p>A coherent narrative, knowledge and understanding of Britain's past and the wider world from the earliest times to the present day, how people's lives have shaped this nation, how Britain has influenced/ been influenced by the wider world.</p> | <p>To understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. To understand historical concepts such as cause & consequence, continuity & change, similarity, difference and significance & use to make connections, draw contrasts, and analyse trends.</p> | <p>To think critically, weigh evidence, sift arguments, and develop perspective and judgement. To discern how and why contrasting arguments and interpretations of the past have been constructed To gain historical perspective by placing growing knowledge into different contexts. To understand connections between local, regional, national and international history, between cultural, economic, military, political, religious and social history; and between short- and long-term timescales</p> | <p>To inspire pupils' curiosity to know more about the past and ask perceptive questions. To frame historically-valid questions To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims.</p> | <p>To create their own structured accounts, including written narratives and analyses. To use appropriate historical words and phrases relating to the passing of time. To gain and deploy a historically grounded understanding of abstract terms</p> |

| | EYFS | Key Stage one | Lower Key Stage two | Upper Key Stage two | Key Stage three |
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| Historical chronology | <p>I am beginning to develop chronological understanding I know the difference between long ago and now. I can compare modern and old objects put 2 objects or events in order I know my life is different from the lives of people in the past. I begin to show understanding of time.</p> | <p>I know where the people and events I have studied fit on a basic timeline. I can tell you a few similarities and differences between ways of life at different times. I can name a few people in the past who have contributed to national and international achievements. I can put a few objects/ events in order</p> | <p>I can understand that the past is divided into differently named periods of time and use some dates to explain British, local, world history. I can place events, people and changes of British, local & world history, on a timeline, using appropriate dates/chronological conventions eg. BC, BCE & AD. I can put artefacts or information in chronological order.</p> | <p>I demonstrate a coherent chronological narrative, knowledge and understanding of Britain's past and the wider world I show a chronically secure knowledge and understanding of local, national and global history. I can tell the story of events within and across the time periods I have studied. I can identify specific changes within and across different periods over a long arc of development. I can describe connections, contrasts and trends over short and longer time periods.</p> | <p>I can make detailed links between features of past societies and periods I can explain how history 'fits together' & events from one time period affect another. I can make detailed links between and across features of past societies and across different historical periods</p> |

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| Historical Concepts | <p>I have begun to understand how things change over time. I am beginning to understand the passage of time. I can recall some simple facts I can put 2 events or objects in order. I can give one cause of an event</p> | <p>I can identify similarities and differences between different times. I can tell you about some of the people or events from my work I can give more than one cause of an event and give a reason why people in the past acted as they did. I am able to reflect on the significance of what I have learnt about the past.</p> | <p>I can give a few reasons for and the results of the main events and changes of a time studied. I can make a few connections and contrasts eg. change, cause, similarity, difference, and significance. I can tell you a range of similarities/ differences between different times in the past in periods covered so far.</p> | <p>To understand historical concepts cause & consequence, continuity, change, similarity, difference etc. I understand change and continuity. I devise questions about change, cause, similarity, difference and significance of people or events in a wider context. I 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. I can discuss trends over time I can see the relationship between different periods and the legacy or impacts for me and my identity.</p> | <p>I can describe /make links between events/changes giving reasons and results of events/changes I can explain most causes/results, showing links between them. I understand there were different types of causes of an event I may be able to suggest the most important cause or result.</p> |
| Historical interpretation | <p>I can look at or touch objects from the past and comment on its appearance. I can tell the past is different from today. I can look at the differences between "long ago" and "now". I may be able to give you my own view on why something happened in the past or how I know.</p> | <p>I have developed an awareness of the past and can comment on what or how I found things out. I understand some of the ways in which we find out about the past. I can tell you a few ways how the past has been presented or described. I understand the importance of basing my ideas on evidence I am developing the skills of presenting an idea and raising questions about the past.</p> | <p>To think critically, weigh evidence, sift arguments, and develop perspective and judgement. I can describe how the past can be represented or interpreted in a few different ways.</p> | <p>To think critically, weigh evidence, sift arguments, and develop perspective and judgement. I can explain that the past can be represented or interpreted in many different ways. I am aware of different views about people and events studied and can give some reasons why different versions of the past exist. I evaluate and carefully select from a range of historical sources to find relevant historical information. I consider different viewpoints or think about bias or anachronism.</p> | <p>I can suggest reasons for different interpretations of events, people and changes. I can describe and begin to explain different historical interpretations of events, people and changes</p> |

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| Historical enquiry | <p>I show an interest in the past. I begin to ask questions about artefacts, suggesting what they might be used for. I begin to make accurate comparisons between modern and old objects I can find answers to simple questions from a writing or a picture</p> | <p>I can analyse artefacts I ask questions. I think how I might find out answers I am developing skills to study history by hypothesising, question-ing and investigating I can choose & use parts of stories and other sources of information to show I know and understand key features of events or people's lives studied.</p> | <p>I can answer and sometimes devise my own historically valid questions. I can use one or more sources of information to help me answer questions about the past in sentences.</p> | <p>I understand the methods of historical enquiry, knowing how evidence is used rigorously to make historical claims I can answer and devise my own historically valid questions. I can evaluate a range of historical sources I make perceptive deductions about the reliability of sources I 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.</p> | <p>I can judge the value of sources and identify those that are useful for answering a question I can identify/make detailed use of sources of information to help me reach and support a conclusion.</p> |
| Historical communication | <p>I show awareness of the past. I show interest in the past. I am beginning to use the correct words such as "yesterday, past etc." I can tell you about the past in 1 way E.g. orally, using common words & phrases relating to the passing of time or drawing</p> | <p>I use common words & phrases relating to passing of time I can tell you about a time before I was born and can compare aspects of life in different periods linked to significant people or people I know in different ways using everyday historical terms. I can recount stories accurately and explain why some people and events were important.</p> | <p>I can present recalled or selected information in a variety of ways using specialist terms. I can write sentences or a paragraph to describe some of the main events, people and changes in the history of Britain and the wider world. I am beginning to use place value in the context of timelines</p> | <p>I can create my own structured accounts, including written narratives and analyses. I construct informed responses by thoughtfully selecting and organising of relevant historical information. I can use key historical terms accurately e.g. century, decade. I make pertinent and valid comparisons between periods. I confidently use/apply mathematical skills when placing events in chronological order, using place value, negative nos. etc.</p> | <p>I can select and organise information to produce structured written work that uses correct dates and terms. % I can select, organise and arrange relevant information to produce structured written work that uses correct dates and terms %</p> |
| Key Vocabulary | | | | | |