

History Progression: EYFS to KS2

Application of History skills and processes:

Historical Analysis and Interpretation

Historical Investigation and Research Skills

Chronological Thinking

Historical Issues: Analysis and Decision-Making

Knowledge and Understanding of Events, People, and Changes in the past.

Presenting, Organising and Communicating.

Nursery	Reception	Key Stage 1	Year 3	Year 4	Year 5	Year 6	Year 7
Knowledge and understanding of British, local and world history							
		<ul style="list-style-type: none"> Changes within living memory Significant events beyond living memory The lives of significant individuals Significant historical events, people and places in their own locality 	<ul style="list-style-type: none"> Changes in Britain from the Stone Age to the Iron Age The Roman Empire and its impact on Britain 	<ul style="list-style-type: none"> Britain's settlement by Anglo Saxons and Vikings. The achievements of an early civilization – Ancient Egypt. 	<ul style="list-style-type: none"> Ancient Greece A local history study 	<ul style="list-style-type: none"> A study of an aspect or theme in British History that extends chronological knowledge beyond 1066 (Changes in social history – Britain since 1948. Significant turning point – The Suffragettes) A non-European society that provides contrasts with British history – Benin (West Africa) 	
Investigate and Interpret the past							
<p>Use simple words to talk about the passing of time.</p> <ul style="list-style-type: none"> Remember and talk about significant events in their own lives. Recognise and describe special times or events for family or friends. 	<p>Use simple words to talk about the passing of time.</p> <ul style="list-style-type: none"> Talk about past and present events in their own lives and in the lives of family members. Identify and talk about simple similarities and differences. 	<p>KS1 History National Curriculum Pupils should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Pupils should ask and answer questions, using other sources to show that they know and understand key features of events</p> <ul style="list-style-type: none"> Observe or handle evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago? Identify some of the different ways the past has been represented. Use artefacts, pictures, stories, online sources and databases to find out about the past. 	<p>KS2 History National Curriculum Pupils should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Pupils should construct informed responses that involve thoughtful</p>	<p>KS2 History National Curriculum Pupils should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Pupils should construct informed responses that involve thoughtful</p>	<p>KS2 History National Curriculum Pupils should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Pupils should construct informed responses that involve thoughtful</p>	<p>KS2 History National Curriculum Pupils should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p>	<p>KS3 History National Curriculum Pupils should understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>

<ul style="list-style-type: none"> • Identify simple similarities and differences. 	<ul style="list-style-type: none"> • Sequence pictures to show time order. • Listen to and recall simple Historical stories. 		<p>selection and organisation of relevant historical information.</p> <ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that in single source of evidence gives the full answer to questions about the past • Refine lines of enquiry as appropriate 	<p>selection and organisation of relevant historical information.</p> <ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that in single source of evidence gives the full answer to questions about the past • Refine lines of enquiry as appropriate 	<p>selection and organisation of relevant historical information.</p> <ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that in single source of evidence gives the full answer to questions about the past • Refine lines of enquiry as appropriate 	<p>Pupils should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that in single source of evidence gives the full answer to questions about the past • Refine lines of enquiry as appropriate 	
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Understand Chronology

<p>Use simple words to talk about the passing of time.</p> <ul style="list-style-type: none"> Remember and talk about significant events in their own lives. Recognise and describe special times or events for family or friends. Identify simple similarities and differences. 	<p>Use simple words to talk about the passing of time.</p> <ul style="list-style-type: none"> Talk about past and present events in their own lives and in the lives of family members. Identify and talk about simple similarities and differences. Sequence pictures to show time order. Listen to and recall simple Historical stories. 	<p>KS1 History National Curriculum Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. Pupils should know where the people and events they study fit within a chronological framework.</p> <ul style="list-style-type: none"> Place events and artefacts in order on a timeline. Label timelines with words or phrases such as: past, present, older and newer. Use dates where appropriate Recount changes that have occurred in their own lives. 	<p>KS2 History National Curriculum Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <ul style="list-style-type: none"> Describe the main changes in a period of history (using terms such as social, religious, political, technological and cultural) Identify periods of rapid change in history and contract them with times of relatively little change Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline Use dates and terms accurately in describing events. 	<p>KS2 History National Curriculum Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <ul style="list-style-type: none"> Describe the main changes in a period of history (using terms such as social, religious, political, technological and cultural) Identify periods of rapid change in history and contract them with times of relatively little change Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline Use dates and terms accurately in describing events. 	<p>KS2 History National Curriculum Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <ul style="list-style-type: none"> Describe the main changes in a period of history (using terms such as social, religious, political, technological and cultural) Identify periods of rapid change in history and contract them with times of relatively little change Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline Use dates and terms accurately in describing events. 	<p>KS2 History National Curriculum Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <ul style="list-style-type: none"> Describe the main changes in a period of history (using terms such as social, religious, political, technological and cultural) Identify periods of rapid change in history and contract them with times of relatively little change Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline Use dates and terms accurately in describing events. 	<p>KS3 History National Curriculum Pupils should extend and deepen their chronologically secure knowledge and understanding of British, local and world history, so that it provides a well-informed context for wider learning.</p>
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Build an overview of world history

<p>Use simple words to talk about the passing of time.</p> <ul style="list-style-type: none"> Remember and talk about significant 	<p>Use simple words to talk about the passing of time.</p> <ul style="list-style-type: none"> Talk about past and present events in their own 	<p>KS1 History National Curriculum Pupils should identify similarities and differences between ways of life in different periods. Pupils should choose and use parts of stories and other sources to show that they know and understand key features of events.</p> <ul style="list-style-type: none"> Describe historical events Describe significant people from the past. 	<p>KS2 History National Curriculum Pupils should note connections, contrasts and trends over time.</p> <ul style="list-style-type: none"> Identify continuity and change in the 	<p>KS2 History National Curriculum Pupils should note connections, contrasts and trends over time.</p> <ul style="list-style-type: none"> Identify continuity and change in the 	<p>KS2 History National Curriculum Pupils should note connections, contrasts and trends over time.</p> <ul style="list-style-type: none"> Identify continuity and change in the 	<p>KS2 History National Curriculum Pupils should note connections, contrasts and trends over time.</p> <ul style="list-style-type: none"> Identify continuity and change in the history of the 	<p>KS3 History National Curriculum Pupils should identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time.</p>
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<p>events in their own lives.</p> <ul style="list-style-type: none"> • Recognise and describe special times or events for family or friends. • Identify simple similarities and differences. 	<p>lives and in the lives of family members.</p> <ul style="list-style-type: none"> • Identify and talk about simple similarities and differences. • Sequence pictures to show time order. • Listen to and recall simple Historical stories. 	<ul style="list-style-type: none"> • Recognise that there are reasons why people in the past acted as they did. 	<p>history of the locality of the school.</p> <ul style="list-style-type: none"> • Give a broad overview of life in Britain and some major events from the rest of the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Compare some of the times studied with those if the other areas if interest around the world. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 	<p>history of the locality of the school.</p> <ul style="list-style-type: none"> • Give a broad overview of life in Britain and some major events from the rest of the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Compare some of the times studied with those if the other areas if interest around the world. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 	<p>history of the locality of the school.</p> <ul style="list-style-type: none"> • Give a broad overview of life in Britain and some major events from the rest of the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Compare some of the times studied with those if the other areas if interest around the world. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 	<p>locality of the school.</p> <ul style="list-style-type: none"> • Give a broad overview of life in Britain and some major events from the rest of the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Compare some of the times studied with those if the other areas if interest around the world. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 	
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Communicate Historically

<p>Use simple words to talk about the passing of time.</p> <ul style="list-style-type: none"> • Remember and talk about significant events in their own lives. • Recognise and describe special times or events for family or friends. • Identify simple similarities and differences. 	<p>Use simple words to talk about the passing of time.</p> <ul style="list-style-type: none"> • Talk about past and present events in their own lives and in the lives of family members. • Identify and talk about simple similarities and differences. • Sequence pictures to show time order. 	<p>KS1 History National Curriculum Pupils should use a wide vocabulary of everyday historical terms.</p> <ul style="list-style-type: none"> • Use words and phrases such as: *a long time ago * recently *when my parents/carers were children * years, decades and centuries to describe the passing of time. • Show an understanding of concepts such as: * nation and a nation's history * civilisation *monarchy *parliament *democracy *war and peace 	<p>KS2 History National Curriculum Pupils should develop the appropriate use of historical terms.</p> <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate including: *dates *time period *era *change *chronology *century *decade *legacy • Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. 	<p>KS2 History National Curriculum Pupils should develop the appropriate use of historical terms.</p> <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate including: *dates *time period *era *change *chronology *century *decade *legacy • Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. 	<p>KS2 History National Curriculum Pupils should develop the appropriate use of historical terms.</p> <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate including: *dates *time period *era *change *chronology *century *decade *legacy • Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. 	<p>KS2 History National Curriculum Pupils should develop the appropriate use of historical terms.</p> <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate including: *dates *time period *era *change *chronology *century *decade *legacy • Use literacy, numeracy and computing skills to an exceptional standard in order to communicate 	<p>KS3 History National Curriculum Pupils should use historical terms and concepts in increasingly sophisticated ways.</p> <p>Pupils should pursue historically valid enquiries including some they have framed themselves, and create relevant, structured and evidentially supported accounts in response</p>
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	<ul style="list-style-type: none"> Listen to and recall simple Historical stories. 		<ul style="list-style-type: none"> Use original ways to present information and ideas. 	<ul style="list-style-type: none"> Use original ways to present information and ideas. 	<ul style="list-style-type: none"> Use original ways to present information and ideas. 	<ul style="list-style-type: none"> information about the past. Use original ways to present information and ideas. 	
Key Vocabulary							
		<p>monarch, parliament, government, war, remembrance, old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.</p>	<p>monarch, parliament, government, war, remembrance, old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time, ruled, reigned, empire, invasion, conquer, kingdoms.</p>	<p>monarch, parliament, government, war, remembrance, old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time, ruled, reigned, empire, invasion, conquer, kingdoms.</p>	<p>monarch, parliament, government, war, remembrance, old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time, ruled, reigned, empire, invasion, conquer, kingdoms, democracy, civilisation, social, political, economic, cultural, religious.</p>	<p>monarch, parliament, government, war, remembrance, old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time, ruled, reigned, empire, invasion, conquer, kingdoms, democracy, civilisation, social, political, economic, cultural, religious.</p>	
Adaptations for SEND	<p>Writing Frames Word Banks / mats Sentence Stems to support discussion with partner Breaking down of task into smaller chunks Simplified maps / diagrams Adult support Providing books / written resources at an appropriate reading age Enlarging resources Printing of relevant PPT slides so pupil can refer back to information Mind maps to record information during input</p>						