History Progression: EYFS to KS2

${\bf Application} \ \ {\bf of} \ \ {\bf History} \ \ {\bf skills} \ \ {\bf and} \ \ {\bf processes:}$

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								
		 Changes within living memory Significant events beyond living memory The lives of significant individuals Significant historical events, people and places in their own locality 	 Changes in Britain from the Stone Age to the Iron Age The Roman Empire and its impact on Britain 	 Britain's settlement by Anglo Saxons and Vikings. The achievements of an early civilization — Ancient Egypt. 	 Ancient Greece A local history study 	 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) 		
		Investig	ate and Interpret t	he past				
Use simple words to talk about the passing of time. Remember and talk about significant events in their own lives. Recognise and describe special times or events for family or friends.	Use simple words to talk about the passing of time. • 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.	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. Pupils should ask and answer questions, using other sources to show that they know and understand key features of events 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.	KS2 History National Curriculum Pupils should understand how our knowledge of the past is constructed from a range of sources. Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Pupils should construct informed responses that involve thoughtful	KS2 History National Curriculum Pupils should understand how our knowledge of the past is constructed from a range of sources. Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Pupils should construct informed responses that involve thoughtful	KS2 History National Curriculum Pupils should understand how our knowledge of the past is constructed from a range of sources. Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Pupils should construct informed responses that involve thoughtful	KS2 History National Curriculum Pupils should understand how our knowledge of the past is constructed from a range of sources. Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.	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.	

• Identify	• Sequence	selection and	selection and	selection and	Pupils should construct	
simple	pictures to	organisation of relevant	organisation of relevant	organisation of relevant	informed responses that	
similarities and	show time	historical information.	historical information.	historical information.	involve thoughtful	
differences.	order.	historical injormation.	nistorical injornation.	Tustorical injormation:	selection and	
differences.	• Listen to and	• Use sources of	a Haa saurass of	Use sources of	organisation of relevant	
	recall simple	 Use sources of evidence to deduce 	Use sources of evidence to deduce	evidence to deduce	historical information.	
	Historical				nistorical injormation.	
	stories.	information about the past.	information about the past.	information about the past.	Use sources of	
	Stortes.	Select suitable	Select suitable	Select suitable	evidence to deduce	
		sources of evidence,		sources of evidence,	information about	
		giving reasons for	sources of evidence,	giving reasons for	the past.	
		choices.	giving reasons for choices.	choices.	Select suitable	
		Use sources of	Use sources of	Use sources of	sources of evidence,	
		information to form	information to form	information to form	giving reasons for	
		testable hypotheses	testable hypotheses	testable hypotheses	choices.	
		about the past.	about the past.	about the past.	Use sources of	
		 Seek out and analyse 	Seek out and analyse	 Seek out and analyse 	information to form	
		a wide range of	a wide range of	a wide range of	testable hypotheses	
		evidence in order to	evidence in order to	evidence in order to	about the past.	
		justify claims about	justify claims about	justify claims about	Seek out and	
		the past.	the past.	the past.	analyse a wide	
		Show an awareness	Show an awareness	Show an awareness	range of evidence in	
		of the concept of	of the concept of	of the concept of	order to justify	
		propaganda and how	propaganda and how	propaganda and how	claims about the	
		historians must	historians must	historians must	past.	
		understand the social	understand the social	understand the social	Show an awareness	
		context of evidence	context of evidence	context of evidence	of the concept of	
		studied.	studied.	studied.	propaganda and	
		Understand that in	Understand that in	Understand that in	how historians must	
		single source of	single source of	single source of	understand the	
		evidence gives the full		evidence gives the	social context of	
		answer to questions	full answer to	full answer to	evidence studied.	
		about the past	questions about the	questions about the	Understand that in	
		Refine lines of	past	past	single source of	
		enquiry as	Refine lines of	Refine lines of	evidence gives the	
		appropriate	enquiry as	enquiry as	full answer to	
		11 1	appropriate	appropriate	questions about the	
				11 1	past	
					Refine lines of	
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					appropriate	
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		Und	erstand Chronolog	Ч			
Use simple words to talk about the passing of time. • 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.	Use simple words to talk about the passing of time. • 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.	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. 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.	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. • 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.	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. • 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.	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. • 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.	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. 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.	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.
		Build an c	verview of world l	l history			
Use simple	Use simple	KS1 History National Curriculum	KS2 History National	KS2 History National	KS2 History National	KS2 History	KS3 History
words to talk about the passing of time. • Remember	words to talk about the passing of time. • Talk about	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.	Curriculum Pupils should note connections, contrasts and trends over time.	Curriculum Pupils should note connections, contrasts and trends over time.	Curriculum Pupils should note connections, contrasts and trends over time.	National Curriculum Pupils should note connections, contrasts and trends over time.	National Curriculum Pupils should identify significant events, make connections, draw contrasts, and analyse
• Remember and talk about significant	past and present events in their own	 Describe historical events Describe significant people from the past. 	Identify continuity and change in the	Identify continuity and change in the	Identify continuity and change in the	 Identify continuity and change in the history of the 	trends within periods and over long arcs of time.

events in their own lives. Recognise and describe special times or events for family or friends. Identify simple similarities and differences.	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.	Recognise that there are reasons why people in the past acted as they did.	history of the locality of the school. 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.	history of the locality of the school. 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.	times studied with those if the other areas if interest around the world. • Describe the	locality of the school. 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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Use simple	Use simple	· · · · · · · · · · · · · · · · · · ·	nunicate Historical KS2 History National		KS2 History National	KS2 Historu	KS3 Historu
Use simple words to talk	Use simple words to talk	KS1 History National Curriculum	KS2 History National	KS2 History National	KS2 History National	KS2 History National Curriculum	KS3 History National Curriculum
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words to talk	words to talk	KS1 History National Curriculum Pupils should use a wide vocabulary of everyday	KS2 History National	KS2 History National Curriculum	Curriculum	National Curriculum	National Curriculum
words to talk about the	words to talk about the	KS1 History National Curriculum Pupils should use a wide vocabulary of everyday	KS2 History National Curriculum Pupils should develop the	KS2 History National Curriculum Pupils should develop the	Curriculum Pupils should develop the	National Curriculum Pupils should develop	National Curriculum Pupils should use
words to talk about the passing of	words to talk about the passing of time.	KS1 History National Curriculum Pupils should use a wide vocabulary of everyday historical terms.	KS2 History National Curriculum Pupils should develop the appropriate use of	KS2 History National Curriculum Pupils should develop the appropriate use of	Curriculum Pupils should develop the appropriate use of	National Curriculum Pupils should develop the appropriate use of	National Curriculum Pupils should use historical terms and
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	• Listen to and recall simple Historical stories.		Use original ways to present information and ideas.	Use original ways to present information and ideas.	Use original ways to present information and ideas.	information about the past. • Use original ways to present information and ideas.	
	·		Key Vocabulary				
		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.	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.	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.	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.	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.	
Adaptations for SEND	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						