

Progression in History

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	Order events in their life.	Order and sequence events in their life. Sequence 3 or 4 artefacts from distinctly different periods of time.	Sequence artefacts. Sequence photographs from different periods. Use common words and phrases relating to the passing of time. Identify similarities and differences between periods..	<i>Place the time studied on a time line.</i> <i>Use dates and terms related to the study and the passing of time.</i> Sequence several events or artefacts.	<i>Place the time studied on a time line.</i> Use terms related to the period and begin to date events. Understand more complex terms.	Know and sequence key events of time studied. Use relevant terms, dates and period labels.	Place current study on a time line in relation to other studies. Use relevant dates and terms. Establish clear narratives within and across periods studied. Make comparisons between different times in the past.
Range and depth of Historical Knowledge	Recognise special times and events for themselves and their families.	Recognise the difference between the past and present in their own and others lives. Know and recount stories about the past.	Recognise why people did things, why events happened and what happened as a result. Identify differences between ways of life at different times.	Find out about everyday lives of people in the time studied comparing with our lives today. Identify reasons for and results of people's actions.	Use evidence to reconstruct life in the time studied. Identify key features and events of the time studied. Offer explanations for some events.	Describe and make links between main events, situations and changes within and across different periods. Identify and give reasons for results of, historical events, situations, changes.	Find out about beliefs behaviour and characteristics of people. Write an explanation of a past event cause and effect supporting their explanation. Know key dates , characters and events of time studied.
Interpretations of history	Use stories photographs and artefacts to find out about the past.	Use stories to encourage children to distinguish between fact and fiction.	Compare 2 versions of a past event. Compare photos pictures of people, events in the past. Discuss reliability of photos/ accounts/stories.	Identify and give reasons for different ways in which the past is represented. Distinguish between different sources- compare different versions of the same story. Look at representations of the period.	Look at the evidence available. Begin to evaluate the usefulness of different sources. Use text books and historical knowledge.	Compare accounts of events from different sources. Offer reasons for different versions of events.	Understand that different versions of the past exist and give reasons.
Historical Enquiry	With help find out information about the past from pictures photographs.	Find answers to simple questions about the past from sources of	Use a source, observe or handle sources to answer questions about the	Use a range of sources to find out about a period.	Use evidence to build up a picture of a past event. Use the library and internet for research.	Begin to identify primary and secondary sources .	Recognise primary and secondary sources. Using a range of sources to find out about an aspect of the past.

		information eg artefacts.	past using simple observations.	Select and record relevant information. Begin to use the library and internet for research.	Choose relevant material to present a picture of an aspect in the past.	Use evidence to build up a picture of a past event. Use the library and internet for research with increasing confidence.	Gather knowledge from several sources together in a fluent account. Confidently use the library and internet for research.
Organisation and Communication	Communicate through discussion, pictures and labelled pictures.	Communicate knowledge through discussion, drawing pictures, role play, drama, making models, writing ,using IT	Communicate knowledge through discussion, drawing pictures, role play, drama, making models, writing, using. IT	Communicate knowledge through discussion, drawing pictures, role play, drama, making models, writing ,using IT	Recall ,select and organise historical information. Communicate their knowledge and understanding through writing diagrams, using IT.	Recall ,select and organise historical information. Communicate their knowledge and understanding through writing, diagrams, using IT.	Select and organise information to produce structured work, making appropriate use of dates and terms.