 **History Progression**

**EYFS links: *Understanding the World Reception***

* Compare and contrast characters from stories, including figures from the past
* Recognise that people have different beliefs and celebrate special times in different ways

***Past and Present ELG***

* Talk about the lives of the people around them & their roles in society
* Know some similarities & differences between things in the past and now, drawing on their experiences and what has been read in class
* Understand the past through settings, characters & events encountered in books read in class and storytelling

***Speaking ELG***

* Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses

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|  | **Y1 – Superheroes / Turrets and Tiaras** | **Y2 – Time Travellers: The Great Fire of London / Florence Nightingale / Samiel Pepys / Mary**  **Seacole** | **Y3 – Stone Age to Iron Age / Ancient Greeks** |
| **(SIGNIFICANCE) HISTORICAL KNOWLEDGE OF PEOPLE, EVENTS, SITUATIONS AND DEVELOPMENTS; HISTORICAL TERMS** | use historical vocabulary to describe the past  know about some significant people and key/special events within living memory and beyond  explain some of the things that significant people did in the past | use an increasing range of historical vocabulary to describe the past  know about characteristic features, significant people events, situations and developments in the past  explain some of the things that significant people did in the past | use historical vocabulary to describe the periods studied, events and people being studies  know about and understand characteristic features and significant people, events, situations and developments from the periods studied  explain the key features of people’s lives or key features of events |
| **CHRONOLOGY** | sequence events and artefacts into chronological order  use some common words and phrases relating to the passing of time: ‘before', ‘after', ‘then' ‘now' | sequence events, photographs and artefacts into chronological order within closer time boundaries  use an increasing range of: common words and phrases relating to the passing of time: ‘past’, ‘present’ | recall and place some events into periods of time on a timeline  recognise that the past can be split into different periods of time and use the correct period labels for the periods studied  order, place, and locate the periods studied on a timeline, beginning to use some dates  use an increasing range of common words and phrases relating to the passing of time: ‘modern’, ‘ancient’, ‘period’, ‘BCE’, ‘CE’ |
| **SIMILARITIES AND DIFFERENCES** | describe some of the similarities and differences between people ‘then’ and ‘now’ | identify similarities and differences between events and ways of life of people in the past and events and people in the present | compare different time periods describing similarities and differences between them (social, cultural, religious and ethnic diversity) |

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|  | **Y1** | **Y2** | **Y3** |
| **CONTINUITY AND CHANGE** | recount changes within living memory (and beyond) | recount changes within living memory and beyond | begin to describe and make links between main events, situations and changes within and across different periods |
| **CAUSE AND CONSEQUENCE** | understand some of the reasons why people did things in the past and what happened as a result | explain some of the reasons why people did things, why events happened and what happened as a result | explain some of the reasons for and impact of the main events and people’s actions |
| **HISTORICAL ENQUIRY** | ask and answer relevant questions about: events within living memory (and beyond); sources; artefacts  understand some ways we find out about the past  handle, describe and make observations about a range of sources  sort artefacts into ‘then’ and ‘now’ and make simple comparisons  begin to analyse simple sources | ask and answer questions about: events beyond living memory; a range of sources  understand some ways we find out about the past  handle, observe and describe a range of sources to find out about the past  begin to discuss the effectiveness of some historical sources  begin to collect and use some relevant material to develop a picture of a past event  analyse simple sources  e.g. photographs or pictures of people or events in the past | ask and answer a range of questions about: the periods being studied, a wide range of sources  identify different sources of information to find out about the past and begin to explain the differences between them  select and record useful information about events, people and changes from a range of relevant material  begin to evaluate the usefulness of sources of information by talking about the advantages and disadvantages of using them  analyse a historical source to find out about events, people or places |
| **HISTORICAL INTERPRETATION** | begin to identify different ways in which the past is represented e.g. stories, tapestry, pictures | identify some ways in which the past is represented e.g. paintings, maps  know that there are different opinions about events in the past | identify a range of ways in which the past is represented  know that understanding of the past changes over time as new evidence is discovered |