



**History Progression**  
Reception and Key Stage 1

EYFS	National Curriculum	Reception	Year 1	Year 2
<p><b>Know about similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</b></p> <p><b>Understand the past through settings, characters and events encountered in books read in class and storytelling.</b></p>	<p><b>Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</b></p>	<p>Talk about past and present events in their own lives and those who are important to them.</p> <p>Explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures.</p>	<p>Describe an aspect of everyday life within or beyond living memory.</p> <p>Identify similarities and differences between ways of life within or beyond living memory.</p>	<p>Describe how an aspect of life has changed over time.</p>
	<p><b>Learn about events beyond living memory that are significant nationally or globally.</b></p>		<p>Describe a significant historical event in British history.</p> <p>Identify some key features of a significant historical event beyond living memory.</p>	<p>Describe the everyday lives of people in a period within or beyond living memory.</p> <p>Explain why an event from the past is significant.</p> <p>Order information on a timeline.</p>
	<p><b>Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</b></p>		<p>Understand the term significant and explain why a significant individual is important.</p>	<p>Describe and explain the importance of a significant individual's achievements on British history.</p> <p>Use historical models to make judgements about significance and describe the impact of a significant historical individual.</p> <p>Describe what it was like to live in a different period.</p>



	<p><b>Learn about significant historical events, people and places in their own locality.</b></p>	<p>Share stories and talk about events in the past.</p>	<p>Create stories, pictures, independent writing and role play about historical events, people and periods.</p> <p>Describe important events in the school's history.</p>	<p>Describe, in simple terms, the importance of local events, people and places.</p>
	<p><b>Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has been influenced by the wider world.</b></p>		<p>Order information on a timeline.</p>	
	<p><b>Gain and deploy a historically grounded understanding of abstract terms such as 'empire', civilisation', parliament' and peasantry'.</b></p>	<p>Explore and talk about pictures, stories and information books on the theme of royalty.</p>	<p>Describe the role of a monarch.</p>	<p>Describe the hierarchy of a past society.</p>
	<p><b>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</b></p>	<p>Order and sequence a familiar event using words relating to the passage of time, including yesterday, last week, before and then.</p>	<p>Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago).</p>	<p>Use the historical terms year, decade and century.</p>
	<p><b>Understand the methods of historical enquiry, including how evidence is used</b></p>	<p>Make observations about objects and artefacts from the past, such as toys, clothes and</p>	<p>Use a range of historical artefacts to find out about the past.</p>	<p>Present historical information in a simple non-chronological report, independent writing,</p>



	<p><b>rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</b></p>	<p>other items relating to everyday life.</p>	<p>Express an opinion about a historical source.</p>	<p>chart, structural model, fact file, quiz, story or biography.</p> <p>Use historical sources to begin to identify viewpoint.</p> <p>Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it.</p>
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**History Progression**

Key Stage 2

National Curriculum	Year 3	Year 4	Year 5	Year 6
<p><b>Learn about changes in Britain from the Stone Age to the Iron Age.</b></p>	<p>Describe the everyday lives of people from past historical periods.</p> <p>Describe the roles of tribal communities and explain how this influenced everyday life.</p> <p>Describe how past civilisations or lives of people in Britain developed during the Stone Age, Bronze Age and Iron Age.</p>			
<p><b>Learn about the Roman Empire and its impact on Britain.</b></p>	<p>Describe everyday life in ancient Rome, including aspects, such as jobs, houses, buildings, food and schooling.</p> <p>Describe the hierarchy and different roles in past civilisations.</p> <p>Describe the achievements and influence of the ancient Romans on the wider world.</p> <p>Explain the cause, consequence and impact of invasion and settlement in Britain.</p>	<p>Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs.</p>		



Learn about Britain's settlement by Anglo- Saxons and Scots.		Explain the cause, consequence and impact of invasion and settlement in Britain.		
Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.		Describe the significance and impact of power struggles on Britain.		
Conduct a local history study.	Analyse a range of historical information to explain how a national or international event has impacted the locality.	Describe and explain the impact of a past society on a local settlement or community.	Investigate an aspect of history or a site dating from beyond 1066 that is significant in the locality.	Present an in-depth study of a local town or city, suggesting how to source the required information.
Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.		Describe a series of significant events, linked by a common theme, that show changes over time in Britain.	Create an in-depth study of an aspect of British history beyond 1066.	Articulate the significance of a historical person, event, discovery or invention in British history.
Learn about the achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty or Ancient China.		Describe the hierarchy and different roles in ancient civilisations.  Construct a narrative, chronological or non-chronological account of a past civilisation, focusing on their features and achievements.	Describe the significance, impact and legacy of power in ancient civilisations.  Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).	
Learn about Ancient Greece – a study of Greek life and achievements and their influence on the western world.			Describe the achievements and influence of the ancient Greeks on the wider world.	
Learn about a non-European society that provides contrasts with British history- one study chosen from: early Islamic civilization; including a study of Baghdad c. AD 900; Mayan civilization		Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, architecture,		Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).



<p><b>c. AD 900; Benin (west Africa) c. AD 900-1300.</b></p>		<p>religion, culture, art, politics, hierarchy).</p>		
<p><b>Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has been influenced by the wider world.</b></p>	<p>Describe ways in which human invention and ingenuity have changed how people live.</p> <p>Describe how a significant event or person in British history changed or influenced how people live today.</p> <p>Sequence dates and information from several historical periods on a timeline.</p>			
<p><b>Know and understand the significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</b></p>			<p>Study a feature of a past civilisation or society.</p> <p>Explain why an aspect of world history is significant.</p>	<p>Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society.</p> <p>Describe some of the significant achievements of mankind and explain why they are important.</p> <p>Articulate and present a clear, chronological world history narrative within and across historical periods studied.</p>
<p><b>Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, civilisation’, parliament’ and peasantry’.</b></p>		<p>Use more complex historical terms to explain and present historical information.</p>	<p>Articulate and organise important information and detailed historical accounts</p>	<p>Use abstract terms to express historical ideas and information.</p>



			using topic related vocabulary.	
<p><b>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</b></p>	<p>Make choices about the best ways to present historical accounts and information.</p> <p>Use historical terms to describe different periods of time.</p> <p>Explain the similarities and differences between two periods of history.</p> <p>Explain the cause and effect of a significant historical event.</p> <p>Devise or respond to historically valid questions about a significant historical figure and suggest or plan ways to answer them.</p> <p>Summarise how an aspect of British or world history has changed over time.</p>	<p>Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions.</p> <p>Compare and contrast two civilisations.</p> <p>Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them.</p> <p>Sequence significant dates about events within a historical time period on historical timelines.</p>	<p>Explain how everyday life in an ancient civilisation changed or continued during different periods.</p> <p>Compare and contrast an aspect of history across two or more periods studied.</p> <p>Frame historically valid questions about continuity and change and construct informed responses.</p> <p>Sequence and make connections between periods of world history on a timeline.</p>	<p>Describe how the resistance, refusal or rebellion of individuals, groups and civilisations can affect a society or practice.</p> <p>Compare and contrast leadership, belief, lifestyle or significant events across a range of time periods.</p> <p>Present a detailed historical narrative about a significant global event.</p> <p>Describe the causes and consequences of a significant event in history.</p> <p>Describe the growth of the British economy and the ways in which its growth impacted on British life.</p>
<p><b>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</b></p>	<p>Ask well-composed historical questions about aspects of everyday life in ancient periods.</p> <p>Make deductions and draw conclusions about the reliability of a historical source or artefact.</p>	<p>Explain how artefacts provide evidence of everyday life in the past.</p> <p>Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner.</p>	<p>Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy.</p> <p>Use a range of historical sources or artefacts to build a picture of a historical event or person.</p>	<p>Identify different types of bias in historical sources and explain the impact of that bias.</p> <p>Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.</p>



	<p>Identify and discuss different viewpoints in a range of historical materials and primary and secondary sources.</p>	<p>Interpret a primary source and understand how the context in which it was written influences the writer's viewpoint.</p> <p>Identify and discuss different viewpoints in a range of historical materials and primary and secondary sources.</p> <p>Construct a profile of a significant leader using a range of historical sources.</p>	<p>Find evidence from different sources, identify bias and form balanced arguments.</p>	<p>Ask perceptive questions to evaluate an artefact or historical source.</p>
<p><b>Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</b></p>		<p>Explain in detail the multiple causes and effects of significant events.</p>	<p>Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way.</p>	<p>Describe and explain the significance of a leader or monarch.</p> <p>Examine the decisions made by significant historical individuals, considering their options and making a summative judgement about their choices.</p>