



## History Curriculum Progression EYFS to Year 6

Provision	Emerging - Nursery	Developing – Nursery/Year R	Extending - Year R	Bridge to KS1 – Year R	KS1 skills progression
<p><b><u>History</u></b> <b><u>Past and</u></b> <b><u>Present</u></b></p>	<ul style="list-style-type: none"> <li>Become familiar with the routine of the nursery day/</li> </ul>	<ul style="list-style-type: none"> <li>Can talk about past and upcoming events with their immediate family.</li> </ul>	<ul style="list-style-type: none"> <li>Can talk about members of immediate family in more detail.</li> <li>Use words associated with the past including long ago, now, yesterday, last week, last year</li> <li>Share memories of significant events in their own lives.</li> <li>Share their memories of things that they have done with people that are special to them including friends, family, classmates and teachers</li> <li>Begin to put these events in order</li> </ul>	<ul style="list-style-type: none"> <li>Talk about things that have changed.</li> <li>Begin to put events in order.</li> <li>Talk about the order of events in a range of familiar stories.</li> <li>Recognise language in stories that shows the story happened in the past.</li> <li>Ask questions about a stimulus e.g. a story, picture or artefact.</li> </ul>	<ul style="list-style-type: none"> <li>Explore changes within living memory.</li> <li>Explore events beyond living memory that are significant nationally or globally (For example the Great Fire of London, the first airplane flight or events commemorated through festivals or anniversaries)</li> <li>Explore the lives of significant individuals in the past who have contributed to national and international achievements.</li> <li>Explore significant historical events, people and places in their own locality.</li> </ul>



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	KS1		KS2			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Chronology</b>	<ul style="list-style-type: none"> <li>- Recognise the distinction between past and present.</li> <li>- Order and sequence some familiar events and objects.</li> <li>- Identify some similarities and differences between ways of life at different times.</li> <li>- Use some everyday terms about the passing of time such as 'a long time ago' and 'before'.</li> </ul>	<ul style="list-style-type: none"> <li>- Order and sequence events and objects.</li> <li>- Recognise that their own lives are similar and / or different from the lives of people in the past.</li> <li>- Use common words and phrases concerned with the passing of time.</li> </ul>	<ul style="list-style-type: none"> <li>- Use some dates and historical terms when ordering events and objects.</li> <li>- Demonstrate awareness that the past can be divided into different periods of time.</li> <li>- Explore trends and changes over time.</li> </ul>	<ul style="list-style-type: none"> <li>- Use dates and historical terms when ordering events and objects.</li> <li>- Identify where people and events fit into a chronological framework.</li> <li>- Explore links and contrasts within and across different periods of time.</li> </ul>	<ul style="list-style-type: none"> <li>- Use dates and appropriate historical terms to sequence events and periods of time.</li> <li>- Identify where people, places and periods of time fit into a chronological framework.</li> <li>- Describe links and contrasts within and across different periods of time including short-term and long-term time scales.</li> </ul>	<ul style="list-style-type: none"> <li>- Use dates and a wide range of historical terms when sequencing events and periods of time.</li> <li>- Develop chronologically secure knowledge of the events and periods of time studied.</li> <li>- Analyse links and contrasts within and across different periods of time including short-term and long-term time scales.</li> </ul>
<b>Events, People And Changes</b>	<ul style="list-style-type: none"> <li>- Retell some events from beyond their living memory which are significant nationally or globally.</li> <li>- Describe some changes within their living memory (including aspects of national life where appropriate).</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements.</li> <li>- Develop awareness of significant historical events, people and places in their own locality.</li> </ul>	<ul style="list-style-type: none"> <li>- Describe and give reasons for some of the changes in Britain from the Stone Age to the Iron Age.</li> <li>- Describe some aspects of the Roman Empire and recognise its impact on Britain.</li> <li>- Demonstrate knowledge of aspects of history significant in their locality.</li> </ul>	<ul style="list-style-type: none"> <li>- Describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared.</li> <li>- Demonstrate more in-depth knowledge of one specific civilisation e.g. Ancient Egypt.</li> <li>- Demonstrate</li> </ul>	<ul style="list-style-type: none"> <li>- Describe some aspects of Britain's settlement by Anglo-Saxons and Scots.</li> <li>- Demonstrate knowledge of Ancient Greece including Greek life and achievements and their influence on the western world.</li> <li>- Describe key aspects of a non-European society such as the</li> </ul>	<ul style="list-style-type: none"> <li>- Describe aspects of the Viking and Anglo Saxon struggle for the Kingdom of England in the time of Edward the Confessor.</li> <li>- Demonstrate knowledge of an aspect or theme in British history that extends their chronological knowledge beyond 1066.</li> </ul>



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				knowledge of an aspect or theme in British History that extends their chronological knowledge beyond 1066.	early Islamic civilisation.	
<b>Interpretation, Enquiry And Using Sources</b>	<ul style="list-style-type: none"> <li>- Make simple observations about different people, events, beliefs and communities.</li> <li>- Use sources to answer simple questions about the past.</li> <li>- Identify some of the basic ways in which the past can be represented.</li> <li>- Choose parts of stories and other sources to show what they know about the past.</li> </ul>	<ul style="list-style-type: none"> <li>- Ask and answer simple questions about the past through observing and handling a range of sources.</li> <li>- Consider why things may change over time.</li> <li>- Recognise some basic reasons why people in the past acted as they did.</li> <li>- Choose parts of stories and other sources to show what they know about significant people and events</li> </ul>	<ul style="list-style-type: none"> <li>- Use sources to address historically valid questions.</li> <li>- Recognise that our knowledge of the past is constructed from different sources of evidence.</li> <li>- Recognise that different versions of past events may exist.</li> <li>- Describe some of the ways the past can be represented.</li> </ul>	<ul style="list-style-type: none"> <li>- Use sources to address historically valid questions and hypotheses.</li> <li>- Recognise how sources of evidence are used to make historical claims.</li> <li>- Recognise why some events happened and what happened as a result.</li> <li>- Identify historically significant people and events in different situations.</li> </ul>	<ul style="list-style-type: none"> <li>- Use a wider range of sources as a basis for research to answer questions and to test hypotheses.</li> <li>- Recognise how our knowledge of the past is constructed from a range of sources.</li> <li>- Evaluate sources and make simple inferences.</li> <li>- Choose relevant sources of evidence to support particular lines of enquiry.</li> </ul>	<ul style="list-style-type: none"> <li>- Regularly address and sometimes devise historically valid questions and hypotheses.</li> <li>- Give some reasons for contrasting arguments and interpretations of the past.</li> <li>- Describe the impact of historical events and changes.</li> <li>- Recognise that some events, people and changes are judged as more significant than others.</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>- Describe special or significant events.</li> <li>- Retell simple stories or events from the past.</li> <li>- Use historical terms.</li> </ul>	<ul style="list-style-type: none"> <li>- Talk about what/who was significant in simple historical accounts.</li> <li>- Demonstrate simple historical concepts and events through role-play, drawing and writing.</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss some historical events, issues, connections and changes.</li> <li>- Select and organise historical information to present in a range of ways.</li> <li>- Use relevant historical terms and</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss significant aspects of, and connections between, different Historical events.</li> <li>- Select and organise relevant historical information to present in a range of ways.</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss and debate historical issues.</li> <li>- Use appropriate vocabulary when discussing and describing historical events.</li> <li>- Construct responses to historical questions and hypotheses that</li> </ul>	<ul style="list-style-type: none"> <li>- Acknowledge contrasting evidence and opinions when discussing and debating historical issues.</li> <li>- Use appropriate vocabulary when discussing, describing and explaining historical events.</li> </ul>



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		<ul style="list-style-type: none"><li>- Use a variety of simple historical terms and concepts.</li></ul>	<p>vocabulary linked to chronology.</p>	<ul style="list-style-type: none"><li>- Use relevant and Appropriate Historical terms and vocabulary linked to chronology.</li></ul>	<p>involve selection and organisation of relevant historical information including dates and terms.</p> <ul style="list-style-type: none"><li>- Choose relevant ways to communicate historical findings.</li></ul>	<ul style="list-style-type: none"><li>- Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms.</li><li>- Choose the most appropriate way of communicating different historical findings.</li></ul>
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