



Tushingham-with-Grindley CofE Primary School – History Curriculum Progression



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	Use everyday language related to time	<p>National Curriculum KS1</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> An awareness of the past using common words and phrases that shows the passing of time <p>Know where the people and events they study fit within a chronological framework.</p> <ul style="list-style-type: none"> Use a wide vocabulary of everyday historical terms 		<p>National Curriculum.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Develop chronologically secure knowledge and understanding of British local and world history Develop the appropriate use of historical terms 			
	<p>Order and sequence familiar events</p> <ul style="list-style-type: none"> Describe main story settings, events and principal characters. Talk about past and present events in their own lives and in lives of family members. 	<p>Use simple timelines to sequence processes, events, objects within their own experience.</p> <p>Sequence pictures from different periods.</p> <p>Describe memories and changes that have happened in their own lives.</p> <p>Confident in use of terms old and new.</p> <p>Use terms then and now correctly and is comfortable with the term 'the past'.</p> <p>Understands that the world was different in the past.</p> <p>Can follow logic of fiction titles e.g. 'Once There Were Giants'</p> <p>Can use a number of everyday time terms, such as 'now', 'then', 'yesterday', 'week', 'month', 'year', 'nowadays', 'old' and 'new'.</p>	<p>sequence artefacts and events that are close together in time on a timeline.</p> <p>Place events, artefacts and historical figures on a timeline</p> <p>Realise that we use dates to describe events in time e.g., 1666 for the Great Fire of London.</p> <p>order dates from earliest to latest on simple timelines.</p> <p>use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time.</p> <p>Sequence parts of more complex stories where action takes place over a long period of time.</p> <p>Use phrases such as 'over three hundred years ago' – not necessarily because they grasp what this interval of time means but because they know historians use dates and</p>	<p>sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart.</p> <p>understand that a timeline can be divided into BC and AD and explain what this means.</p>	<p>sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time.</p>	<p>Order significant events, movements and dates on a timeline.</p> <p>accurately use dates and terms to describe historical events.</p> <p>understand how some historical events/periods occurred concurrently in different locations, e.g., Indus Valley and Ancient Egypt.</p>	<p>Order an increasing number of significant events, movements and dates on a timeline using dates accurately.</p> <p>Accurately use dates and terms to describe historical events.</p> <p>Identify and compare changes within and across different periods.</p> <p>Understand how multiple historical events occurred at the same time in different locations (Early Islamic Civilisations and those around the world)</p>



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			phrases to mark the passing of time.				
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Disciplinary Concepts	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Similarities and Differences	<p>☑ Know about similarities and differences between themselves and others, and among families, communities and traditions</p>	<p>National Curriculum KS1 Pupils should be taught to:</p> <ul style="list-style-type: none"> Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. 		<p>National Curriculum KS2 Pupils should be taught to:</p> <ul style="list-style-type: none"> Establish clear narratives within, amid and across the periods they study. Note connections, contrasts and trends over time. 			
		<p>Recognise some similarities and differences between the past and the present.</p> <p>Start to understand that during the same period of time, life was different for people in the past, such as rich and poor, male and female.</p> <p>Identify that some things within living memory are similar and some things are different.</p>	<p>Understand that during the same period of time life was different for people in the past such as rich and poor, male and female.</p> <p>Identify some similarities and differences between ways of life in different periods.</p>	<p>Identify and give some examples of how life was similar in the past.</p> <p>Identify and give some examples of how life was different for different people in the same period of time, such as different rights, different religious beliefs.</p>	<p>Identify and give multiple examples of how life was different for different people in the same and different periods of time, such as different rights, different religious beliefs.</p>	<p>Explain and give varied examples of how life was similar and different in the past.</p> <p>Explain and give examples to show that things may have been different from place to place at the same time.</p> <p>Start to give reasons for these similarities and differences.</p>	<p>Can compare similarities, differences and changes within and across some topics, in terms of importance, progress or the type and nature of the change (e.g., provide some similarities and differences affecting different forms of communication).</p>



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Disciplinary Concepts	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Continuity and Change	<p>Look closely at similarities, differences, patterns and change</p> <p>Develop understanding of growth, decay and changes over time</p>	<p>National Curriculum KS1 Pupils should be taught to:</p> <ul style="list-style-type: none"> Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. 		<p>National Curriculum KS2 Pupils should be taught to:</p> <ul style="list-style-type: none"> Establish clear narratives within, amid and across the periods they study. Note connections, contrasts and trends over time. Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance. 			
		<p>Begin to identify old and new things across periods of time through pictures, photographs and objects.</p> <p>Begin to understand that some things change, and some things stay nearly the same.</p>	<p>Identify a few similarities, differences and changes occurring within a particular topic (e.g., identify differences and similarities between early and modern aeroplanes).</p>	<p>Identify key things that stayed the same and changed between periods.</p> <p>Identify that there are reasons for continuities and changes across periods of time and explain some of these.</p> <p>Start to explain the impact of some changes that have happened throughout different periods of time.</p> <p>Start to understand that there are times in history when change happens suddenly.</p>	<p>Make valid statements about the main similarities, differences and changes occurring within topics (e.g., categorise changes into the different periods of the Stone Age).</p>	<p>Understand and describe in some detail the main changes to an aspect of a period in history.</p> <p>Identify why some changes between different periods of time have had more significant consequences than others.</p> <p>Understand that there are times in history when change happens suddenly, and these moments of change can be referred to as 'turning points' in history.</p>	<p>compare similarities, differences and changes within and across some topics, in terms of importance, progress or the type and nature of the change (e.g., provide some similarities and differences affecting different forms of communication).</p> <p>compare independently how typical similarities, differences and changes were (e.g., identify and explain whether some developments in communication exceptional developments or commonplace were everywhere at the time).</p>



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Disciplinary Concepts	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Cause and Consequence	Question why things happen and give explanations	National Curriculum KS1 Pupils should be taught to: <ul style="list-style-type: none"> Know and understand key features of events. 		National Curriculum KS2 Pupils should be taught to: <ul style="list-style-type: none"> Note connections, contrasts and trends over time 			
		Understand that a cause makes something happen and that historical events have causes. Understand that a consequence is something that happens as a direct result of something else.	Explain that historical events are caused by things that occurred before them. Identify a few relevant causes and effects for some of the main events covered (e.g., identify several causes, motives and effects of the Gunpowder Plot).	Understand that a cause is something directly linked to an event and not just something that happened before it. Begin to understand that historical events create changes that have consequences. Explain a series of directly related events that happened in the lead up to a historical event. Understand that historical events have consequences that sometimes last long after the event is over.	Can comment on the importance of causes and effects for some of the key events and developments within topics.	Understand that the consequences of one historical event can sometimes become the causes of another, e.g., the consequences at the end of the First World War being cited as one cause of the Second World War. Examine in more detail the short- and long-term causes of an event being studied. Understand that some causes may be more significant than others and that some causes are less significant. Begin to understand that historians may not agree on the main causes of an event.	Can explain the role and significance of different causes and effects of a range of events and developments (e.g., explain how and why the Vikings were such successful travellers and how important this was in their success). Can comment independently on the different types of causes and effects for most of the events covered, including longer- and shorter-term aspects (e.g., recognise and explain different causes and effects for the length of Viking settlements in Britain, such as technological, economic, social and cultural reasons).



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Disciplinary Concepts	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Significance	Recognise and describe special times or events for family or friends	National Curriculum KS1 Pupils should be taught about: <ul style="list-style-type: none"> Events beyond living memory that are significant nationally and globally. The lives of significant individuals in the past who have contributed to national or international achievements. 		National Curriculum KS2 Pupils should be taught to: <ul style="list-style-type: none"> Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods of study. Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance. 			
		Talk about why the event or person was important and what changed/happened. Explain reasons why someone might be significant.	Consider one reason why an event or person might be significant (e.g., explain why we remember a particular explorer). Identify a range of significant aspects of a theme, society, period or person and offer some comments on why they have selected these aspects (e.g., give reasons why they have chosen particular aspects of the life of a famous explorer).	Identify historically significant people and events from a period of history and give some details about what they did or what happened. Understand that historical significance can be related to specific events, people, locations and ideas that are seen as being particularly important to us.	Can explain why some aspects of historical accounts, themes or periods are significant (e.g., explain why Roman achievements were significant). Can explain independently why a historical topic, event or person was distinctive or significant (e.g., explain what made the Roman period distinctive).	Understand that what we consider to be significant can change throughout different periods. Start to explain the importance of an event using the following criteria: significant individually, regionally, nationally or globally. Identify a range of historically significant people and events from different periods of history and explain why they were significant. Identify historically significant people and events from a period of history and give some detail about what they did/what happened and what impact it had.	Can explain reasons why particular aspects of a historical event, development, society or person were of particular significance (e.g., critically evaluate the significance of the achievements and legacy of the rise of the Islamic Civilisation) Compare the significance of events, development and people across topics and time periods (e.g., explain which period of Ancient Greek history was the most important, giving reasons for their choice).



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Historical Enquiry	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Investigations/enquiry		National Curriculum KS1 Pupils should be taught to: <ul style="list-style-type: none"> Ask and answer questions 		National Curriculum KS2 Pupils should be taught to: <ul style="list-style-type: none"> Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance 			
	<p>Be curious about people and show interest in stories</p> <p>Answer 'how' and 'why' questions ... in response to stories or events.</p> <p>Explain own knowledge and understanding, and asks appropriate questions.</p> <p>Know that information can be retrieved from books and computers</p> <p>Record, using marks they can interpret and explain</p>	<p>Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations.</p> <p>Sort some objects/artefacts into new and old and then and now.</p> <p>Identify different ways in which the past is represented.</p>	<p>use evidence to explain the key features of events.</p> <p>observe or handle evidence to ask simple questions about the past.</p> <p>Use a wider range of information to answer questions.</p>	<p>use a range of primary and secondary sources to find out about the past.</p> <p>construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information.</p> <p>gather more detail from sources such as maps to build up a clearer picture of the past.</p>	<p>regularly address and sometimes devise own questions to find answers about the past.</p> <p>begin to undertake their own research.</p>	<p>recognise when they are using primary and secondary sources of information to investigate the past.</p> <p>use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites.</p> <p>select relevant sections of information to address historically valid questions and construct detailed, informed responses.</p>	<p>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</p> <p>investigate their own lines of enquiry by posing historically valid questions to answer.</p>



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Historical Enquiry	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge and Understanding of Events and People in the Past		National Curriculum KS1 Pupils should be taught to: <ul style="list-style-type: none"> Identify similarities and differences between ways of life in different periods. 		National Curriculum KS2 Pupils should be taught to: <ul style="list-style-type: none"> Note connections, contrasts and trends over time. 			
		<p>know and recount episodes from stories and significant events in history.</p> <p>understand that there are reasons why people in the past acted as they did.</p> <p>describe significant individuals from the past.</p> <p>Recall some facts about people/events before living memory.</p>	<p>Give clear explanation of an important event, offering two or three reasons why an event took place.</p> <p>Give a few reasons for more complex human actions.</p> <p>Recount the main events from a significant event in history.</p>	<p>find out about the everyday lives of people in time studied compared with our life today.</p> <p>identify key features, aspects and events of the time studied.</p> <p>Use evidence to describe the culture and leisure activities from the past.</p> <p>Use evidence to describe the clothes, way of life and actions of people in the past.</p>	<p>Use evidence to show the lives of rich and poor people from the past differed.</p> <p>explain how people and events in the past have influenced life today.</p> <p>describe connections and contrasts between aspects of history, people, events and artefacts studied.</p>	<p>Choose reliable sources of information to find out about the past.</p> <p>Give own reasons why changes may have occurred backed up by evidence.</p> <p>identify and note connections, contrasts and trends over time in the everyday lives of people.</p> <p>use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time.</p> <p>describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p>	<p>- find and analyse a wide range of evidence about the past.</p> <p>- use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past.</p> <p>- consider different ways of checking the accuracy of interpretations of the past.</p> <p>- start to understand the difference between primary and secondary evidence and start to question its reliability.</p> <p>- know that people in the past represent events or ideas in a way that may be to persuade others.</p> <p>- continue to develop their understanding of how historians and others investigate the past.</p> <p>Make links between some of the features of past societies (e.g., religion, houses, society, technology)</p>



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Historical Enquiry	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Evidence and Interpretation		<p>National Curriculum KS1 Pupils should be taught to:</p> <ul style="list-style-type: none"> Understand some of the ways in which we found out about the past and identify different ways in which it is represented. 		<p>National Curriculum KS2 Pupils should be taught to:</p> <ul style="list-style-type: none"> Understand how our knowledge of the past is constructed from a range of sources 			
		<p>observe and use pictures, photographs and artefacts to find out about the past.</p> <p>explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past.</p>	<p>Observe and use books and pictures, stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.</p> <p>start to understand that there can be different versions of the same event from the past.</p> <p>start to use stories or accounts to distinguish between fact and fiction.</p> <p>start to compare two versions of past events.</p>	<p>Explore the idea that there are different accounts of history.</p> <p>begin to understand some of the ways in which historians and others investigate the past.</p>	<p>look at two versions of the same event or story in history and identify differences.</p> <p>investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</p> <p>Know that people in the past represent ideas in a way that persuades others.</p>	<p>find and analyse a wide range of evidence about the past.</p> <p>use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past.</p> <p>consider different ways of checking the accuracy of interpretations of the past.</p> <p>start to understand the difference between primary and secondary evidence and start to question its reliability.</p> <p>know that people in the past represent events or ideas in a way that may be to persuade others.</p> <p>continue to develop their understanding of how historians and others investigate the past</p>	<p>Evaluate evidence to choose the most reliable forms.</p> <p>Know that people in the past have a point of view and that this can affect interpretation.</p> <p>Give clear reasons why there may be different accounts of history linking this to factual understanding of the past.</p>



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Historical Enquiry	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Organisation and Communication	<p>National Curriculum KS1 Pupils should be taught to:</p> <ul style="list-style-type: none"> Choose and use parts of stories and other sources to show that they know and understand key features of events. 		<p>National Curriculum KS1 Pupils should be taught to:</p> <ul style="list-style-type: none"> Construct informed responses that involve thoughtful selection and organisation of relevant historical information. 				
	<p>talk, write and draw about things from the past.</p> <p>use historical vocabulary to retell simple stories about the past.</p> <p>Sort events or objects into groups</p> <p>Use timelines to order events an object.</p>	<p>Describe objects, people or events in history.</p> <p>Use timelines to order events or objects or place significant people.</p> <p>Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.</p>	<p>Present, communicate and organise ideas about the past including simple written narratives (stories of an event in the past that could be made up of diaries, speeches or letters. These could also be autobiographies).</p>	<p>Start to present ideas based on their own research about a studied period.</p> <p>Communicate ideas about the past using different genres of writing, drawing, diagrams, date-handling, dram, role play, storytelling and use of ICT.</p>	<p>Present, communicate and organise ideas about from the past using detailed - discussions, debates and more detailed written narratives.</p> <p>With support plan and present a self-directed project or research about the studied period.</p>	<p>Independently plan and present a self-directed project or research about the studied period.</p>	