

History Curriculum Progression



		Nursery	Reception	Year 1	Year 2	KS1 Greater Depth	Year 3	Year 4	LKS2 Greater Depth	Year 5	Year 6	UKS2 Greater Depth
Historical Knowledge	Constructing the past	Begin to make sense of my own life-story and family's history. Talk about things that have happened in the past in Nursery.	Understand the past through settings, characters and events encountered in books read in class and storytelling.	Identify changes within living memory	Identify and briefly describe events beyond living memory	Fully explain events beyond living memory and draw conclusions about it	Begin to have a chronologically secure knowledge of British, local and world history	Can identify key details from local, global and national history	Can describe (with context) particular themes from local, global and national history e.g. people, events and developments in Ancient Egypt.	Can understand some features of themes, societies, people and events.	Can provide overviews of most significant features of themes, societies and events covered. E.g. give summary of main features of Mayan society.	Can provide detailed overviews of themes, events, societies and people covered in UKS2.
	Sequencing the past	Understand the sequence of the day.	Use time words to talk about the past and present, e.g. before, yesterday, last year, tomorrow.	Place a sequence of events on a timeline	Know where people and events fit within a chronological framework	provide valid explanations for timelines they have devised	Sequence some events on a timeline using events/objects and can provide some dates	Sequence a number of significant events studied using some dates and terms	Accurately sequence key periods studied in LKS2 confidently using key dates and terms	Can sequence with some independence many significant events, societies and people within topics covered using some dates and terms	Can sequence independently key events using dates and terms accurately	Can sequence and explain independently key events, themes societies covered using dates, period labels and terms accurately.
		Begin to understand that some people existed in the past, e.g. Jesus Christ.		Use some common words and phrases relating to the passing of time e.g. now, then, old, new	Develop an awareness of the past using common words and phrases relating to the passing of time e.g. nowadays, in the past, previously	century, decade, 1950s, 1960s etc						
Historical Concepts	Change and Development		Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Compare and contrast characters from stories, including figures from the past.	Identify few similarities and differences between time periods	Independently identify a range of similarities and changes between specific time periods	Describe accurately similarities differences and changes between time periods	Describe some similarities and differences between time periods already studied	Make valid statements about main similarities, differences and changes occurring within one time period	Explain why certain changes and developments were significant within and across time periods	Provide reasons why some changes and developments were important in UKS2 topics	Compare similarities and differences across topics already studied	Compare similarities and differences across topics already studied and fully understand their importance
	Cause and Effect		Talk about the lives of the people around them and their roles in society.	Use parts of stories and other sources to show they understand key features of events and lives of significant individuals	Identify few causes and effects from events covered	Can comment on causes and effects	Describe some causes for, and effects on, some of key events covered	Comment on the causes and effects for some key events and developments studied	Explain, with confidence, the significance of causes and effects for key events and developments studied	Place valid causes and effects in order of importance	Explain the role and significance of causes and effects of a range of developments	Independently comment on different causes and effects for topics studied including longer and short term aspects
	Significance and Interpretation		Talk about a significant person from the past, e.g. Guy Fawkes, Jesus Christ.		Fully understand why an event or person might be significant	Show an awareness that some events/individuals are more important than others	Understand what is significant in an historical account	Explain why some aspects of the historical account are significant	Fully explain independently why a historical topic or event was significant	Describe significant issues in topics covered	Explain why particular aspects of a historical event were significant	Compare significance of events, developments and people across time periods
Historical Enquiry	Planning and carrying out historical enquiry		Ask questions about a topic that I am interested in	Ask valid historical questions	Plan and produce answers to historical enquiries e.g. research task	Independently pose valid questions for historical enquiry using appropriate vocabulary confidently	Ask valid historical questions for enquiries and answer using a number of sources	Independently ask valid historical questions for enquiries and answer using a number of sources	Devise independent historical enquiry and produce focused responses using sources	Reach a valid conclusion based on devising and answering questions	Reach a valid and substantiated conclusion to an independently planned enquiry	Use a wide range of complex sources to produce quality responses to questions
	Using sources as evidence		Comment on images of familiar situations in the past.	Understand that there are different ways we find out about the past	Extract information from a number of sources e.g. written, oral, artefacts etc.	Can critically evaluate usefulness of sources	Understand that different types of sources can be used to answer historical questions	Recognise possible uses for a range of sources	Comment on the reliability and usefulness of some sources	Can accept or reject a range of sources based on valid criteria	Can comment with confidence on the value of a range of sources	Can evaluate independently a range of sources considering many factors such as purpose, audience, reliability and how the source was compiled