



Whole-School Curriculum Progression Map: History

History	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Chronological Understanding	Begin to make sense of their own life-story and family's history. Comment on images of familiar situations in the past.	Place known events and objects in chronological order Sequence events and recount changes within living memory Describe memories and changes that have happened in their own lives Use common words and phrases relating to the passing of time.	Place some historical periods in a chronological framework Sequence several events, artefacts or historical figures on a timeline using dates. Use an increasing range of common words and phrases relating to the passing of time, including BC and AD, and historical terms related to the period of study.	Order an increasing number of significant events on a timeline using dates accurately. Understand how some historical events/periods occurred concurrently in different locations.
Understanding Events, People and Changes	Talk about the lives of people around them and their role in society.	Know and recount some key aspects of significant events they have studied Identify some similarities and differences between ways of life in different periods. Discuss the lives of significant individuals in the past. Understand the terms cause and consequence and understand that historical events have causes and consequences. Begin to understand old and new things across periods of time. Begin to understand that some things change and some things stay the same (continuity).	Compare the everyday lives of people in periods studied with the present. Explain how people and events studied have influenced life today. Identify key features, aspects and events of periods studied Make connections and contrasts between aspects of history, people, events and artefacts studied. Explore historically significant people and events and understand the reasons they are important. Begin to understand the causes and consequences of historical events, including long after the event is over. Identify things that have changed and stayed the same between periods. Identify reasons for continuity and change. Begin to understand some sudden changes in history.	Describe key features of the past in the everyday lives of people. Note connections, contrasts and trends over time in everyday lives of people. Use appropriate historical terms when describing connections, contrasts, and trends over time. Give some reasons for important historical events Explore a range of significant people in different periods and explain their impact. Understand the short and long-term consequences of events across countries and civilisations. Explain why some periods have more changes and others have more continuity. Begin to categorise changes into political, economic, social and technological. Identify key sudden changes or "turning-points" in history.
Historical Enquiry	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class..	Use parts of stories, artefacts and other sources to show that they know and understands key features of events. Observe or handle evidence to ask and answer simple questions about the past. Sort artefacts from 'then' and 'now'.	Use a range of primary and secondary sources to find out about life in the past. Use sources of information in ways that go beyond simple observations to answer questions about the past. Use sources to devise their own historical questions about the past. Begin to undertake their own research.	Compare sources of information available for the study of different times in the past. Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources. Investigate their own lines of inquiry by posing historically valid questions to answer.
Historical Interpretations	Compare and contrast characters from stories, including figures from the past Understand the past through settings, characters and events encountered in books read in class and storytelling.	Begin to understand that there can be different versions of the same event from the past. Observe and use pictures, photographs or artefacts to find out about the past. Talk about important people and events and explain why they are important.	Identify differences between sources. Understand that sources can contradict each other. Begin to understand some of the ways in which historians investigate the past. Begin to understand the concept of significance.	Understand that the type of information available depends on the period of time studied. Evaluate a range of evidence about the past. Know that people in the past represent events or ideas in a way that might be to persuade others. Understand the concept of significance and that some may disagree about what is significant
Organisation and Communication	Talk about what they have learned about the past..	Record what they have learned about the past by drawing and writing. Use a wide vocabulary of everyday historical terms. Speak about how they have found out about the past	Use technical historical vocabulary when writing about what they have learnt. Communicate his/her learning in an organised and structured way, using appropriate terminology	Present findings and communicate knowledge and understanding in different ways. Provide an account of a historical event based on more than one source.