



Historical Progression

Summary of End Points							
	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Chronological Understanding Timelines		Chn can sequence events or artefacts on a simple timeline, using historical words and phrases to describe their chronological position.	Chn begin to create their own smaller timelines with adult support. Chn can sequence people, events and artefacts on a simple timeline, using dates alongside with historical words and phrases to describe their chronological position.	Chn can create their own smaller, more detailed timelines for the different periods studied, with more independence. Significant figures, places, events and artefacts are placed chronologically and are marked with dates and words/phrases.	Chn can create their own smaller, more detailed timelines for the different periods studied and, with support are starting to consider the most appropriate scale. Significant figures, places, events and artefacts are placed chronologically and chn make reference to times and dates when discussing these.	Chn can create their own smaller, more detailed timelines for the different periods studied, considering the most appropriate scale. Significant figures, places, events and artefacts are placed chronologically ensuring that chn can make connections over time.	Chn can accurately and independently create their own smaller, more detailed timelines for the different periods studied, considering the most appropriate scale. Significant figures, places, events and artefacts are placed chronologically ensuring that chn can discuss periods of continuity and change.
Historical Enquiry		Chn use can use sources of information that have been provided for them to find answers to the questions they have been given, as well as their own. Their understanding of how we find out about the past has begun.	Chn are now beginning to understand how Historians use evidence to find out about the past. They use this evidence to answer questions that they have posed in a more historical way.	Chn have begun to use a wider variety of evidence sources. They can suggest which sources of evidence will help them to work like an Historian. They are now beginning to understand the difference between the types of evidence.	Chn can devise their own historically valid questions and use a variety of sources to answer them. They understand the difference between the types of evidence and are starting to explain their reliability.	Chn understand and can explain the differences between the types of evidence. They can ask a range of questions, selecting the most reliable source to answer them, justifying the choices they have made.	Chn can now form their own opinions about historical events and significant people. They are able to use a range of sources to do this and evaluate their accuracy.
Continuity and Change Similarity and Difference		Chn can recognise and explain similarities and differences between ways of life at different time.	Chn can recognise and explain similarities and differences between people, places, events and ways of life.	Chn are beginning to describe the characteristics of the past from the experiences of different people. They can make links to events within and across different periods.	Chn can describe the characteristics of the past from the experiences of different people. They can describe and make links to events within and across different periods.	Chn can describe the characteristics of the past from the experiences of different people, including their beliefs and attitudes. They can describe and make links to events within and across different periods.	Chn can describe and empathise with the experiences of different people from the past. They can describe and make links to events within and across different periods.
Cause and Consequence		Chn can question why things happen and give their own simple explanations.	Chn can question why things happen and give their own simple explanations. Chn recognise why events happened and people acted as they did, and what happened as a result.	Chn are beginning to identify and give reasons for historical events. They understand that events can have more than one cause. They can explain slightly more complex events than in Key Stage One.	Chn can analyse the actions of people in the past, identifying and giving reasons for events, situations and changes.	Chn understand the combination of reasons that are often the cause of significant events, their connections and results.	Chn can see the consequences of events over different time scales. They understand how different people were affected. They can explain the reasons for and results of these events.
Significance		Chn know why some people and events are remembered and can talk about who was significant.	Chn can talk about who was significant and why. They can explain some significant events from the past.	Chn can talk about who was significant and why, making links to the result of change or consequence they had.	Chn can talk about who and/or what was significant in an event. They can give oral and written explanations about why, making links to the result of change or consequence they had.	Chn can talk about who and/or what was significant in an event and the subsequent developments. They can give oral and written explanations about why, making links to the result of change or consequence they had.	Chn can talk about who and/or what was significant in an event and the subsequent developments. They can give oral and written explanations about why, using evidence to explain their understanding.

Substantive Knowledge	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
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Autumn Term	Chn to know and describe how Cottingley has changed from the past	Chn to know and understand how homes have changed from the past.	Chn will be able to name a significant superhero from the past and explain what makes them a hero.	Chn can explain why this period in History was called the Stone Age. Chn can make links to modern life and the impact of the Stone Age.		Chn can name the wonders of Ancient Egypt and discuss the beliefs of the Egyptian people. Chn can explain the impact of the Ancient Egyptians on life today.	Chn can explain the legacies of Charles Darwin and Titus Salt, and their impact (positive and negative) on life today, both at a local and worldwide level.
		Chn can sequence images of toys in chronological order and describe the similarities and differences to modern toys. Chn can discuss the reasons for Remembrance Day, who we remember and how.	Chn will understand and can explain why Guy Fawkes is considered a villain and recount the events surrounding the Gunpowder Plot.				
Spring Term		Chn can recount the story of the Cottingley Fairies.	Chn will be able to talk about the work of Mary Anning and explain her impact on life today	Chn can explain what life was like in Ancient Greece. Chn can make links to modern life and the impact of the Ancient Greeks.	Chn can explain the impact of the Anglo-Saxon and Viking invasion on Britain and the legacies they left.	Chn can explain the achievements of one of the explorers they have studied, understand why they are significant and their impact on the world.	Chn understand and can explain some of the reasons why people have migrated. Chn can explain the impact of migration to Britain, drawing on examples of how Britain provided different opportunities for migrants.
							Chn will be able to explain the changes made to transport and trade across a significant period of time and be able to explain the reasons for these changes and the impact they had.
Summer Term	Chn to understand the past and describe Scotland's prehistoric sea monster (Lock Ness)			Chn will be able to explain how life changed in Britain from the end of the Iron Age to the end of the Roman Occupation of Britain, referring to dates and historical terms accurately.	Chn can explain the achievements of the Maya civilisation. Chn can compare the Maya civilisation to others they have already studied, explaining the similarities and differences.	Chn can explain why this period of time was called the Golden Age of Islam. Chn can explain the impact of the Islamic civilisation on life today.	Chn can explain how the lack of technology, medical knowledge and fear can be responsible for the rise in superstitions.
	Chn to identify similarities and differences of past and present transport (Shipley Glen Tramway)	Chn can describe the characteristics of a traditional British seaside holiday.		Chn will be able to explain how the Romans helped to advance British Society, taking into account previous claims that have now been found to be untrue/lack evidence. Chn will be able to explain Boudicca's role in the Roman invasion of Britain and what impact this had.			
	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6

<p>Chronological Understanding</p> <p><i>Allows pupils to organise their learning into coherent narratives. Over time, chn should develop a complex schema of how historical periods connect with each other, with a deeper understanding of the individual events. This is important so that chn don't develop a disconnected understanding of the past.</i></p>	<p>3 & 4 years</p> <p>1. To begin to make sense of their own life-story and family's history.</p>	<ol style="list-style-type: none"> 1. Sequence some events or artefacts in order. 2. Develop an awareness of the past. 3. Talk about events using phrases such as 'long ago', 'old', 'new'. 4. Understand that things change over time. 5. Understand where people/events studied fit into a chronological framework. 	<ol style="list-style-type: none"> 1. Place events and artefacts on a timeline, using dates. 2. Label timelines with historical words/phrases. 3. Label timelines with the date and century. 4. Use common words and phrases relating to the passing of time when discussing an event – later, earlier, past, present, at the same time as. 5. Understand where people/events studied fit into a chronological framework. 	<ol style="list-style-type: none"> 1. Place events, artefacts and significant historical figures on a timeline, using dates. 2. Label timelines with historical words/phrases. 3. Label timelines with the date and century. 4. Use timelines to begin to understand the concept of change over time. 5. Refer to dates and times when describing events. 	<ol style="list-style-type: none"> 1. Place events, artefacts and historical figures on a timeline, using dates. 2. Refer to dates and times when describing events. 3. Begin to note connections, contrasts and trends over time. 	<ol style="list-style-type: none"> 1. Place events, artefacts and historical figures on a timeline, using dates. 2. Use dates and terms accurately to describe events. 3. Develop a chronologically secure knowledge of history. 4. Establish clear narratives within and across periods studied. 5. Continue to note connections, contrasts and trends over time. 	<ol style="list-style-type: none"> 1. Place events, artefacts and historical figures on a timeline, using dates. 2. Use dates and terms accurately to describe events. 3. Use timelines to demonstrate and discuss changes and developments in culture, technology, religion and society.
	<p>Reception</p> <p>1. Compare and contrast characters from stories, including figures from the past</p> <p>2. Use everyday language relating to time.</p>						
	<p>ELG</p> <p>1. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>						
<p>Timelines</p>	<p>Reception</p> <p>Can place objects and pictures on a simple timeline showing past and present.</p> <p>Can order events from their own lifetime, i.e., when I was born..., when I started school...</p>	<p>Large overview timeline displayed on learning slides at the start of each new theme. Decades and are clearly marked.</p> <p>Make reference to significant events and people studied as the year progresses, by including these on the timeline.</p> <p>Add people/events from the current theme to this timeline so that chn are aware of how they connect with each other.</p> <p>Smaller, more specific timelines created with the chn may be appropriate depending on the theme.</p>	<p>Large overview timeline marked with decades displayed on learning slides at the start of each new theme. Previous historical events are included and referred to.</p> <p>A more detailed timeline is created for each period/event/person studied with chn helping to sequence and put dates on.</p>	<p>Large overview timeline marked with centuries and decades displayed on learning slides at the start of each new theme. Previous historical events are included and referred to.</p> <p>A more detailed timeline is created for each period studied with chn sequencing and putting dates on.</p>	<p>Large overview timeline marked with centuries and decades displayed on learning slides at the start of each new theme. Previous historical events are included and referred to.</p> <p>Identify where the periods being studied are represented.</p> <p>A more detailed timeline is created for each period studied with chn beginning to decide on a suitable scale and begin to plot points with increasing accuracy.</p>	<p>Large overview timeline marked with centuries and decades displayed on learning slides at the start of each new theme. Previous historical events are included and referred to.</p> <p>Identify where the periods being studied are represented.</p> <p>A more detailed timeline is created for each period studied with chn deciding on a suitable scale and plotting points with increasing accuracy and a high level of independence.</p>	
	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6

<p>Historical Enquiry</p> <p><i>The means by which historians enquire about the past and use their findings to construct meaning. It enables both substantive and disciplinary thinking to be developed simultaneously.</i></p>	<p>3 & 4 years</p> <p>1. To begin to make sense of their own life-story and family's history.</p> <p>2. Be curious about people and show interest in stories.</p>	<p>1. Finds answers to questions about the past from sources of information (e.g., pictures, artefacts and stories).</p> <p>2. Asks their own questions to develop their understanding.</p> <p>3. Understand some ways in which we find out about the past.</p>	<p>1. Looks carefully at pictures or artefacts to find information about the past.</p> <p>2. Asks and answers questions such as 'what was it like for a...?', 'what happened in the past?', 'how long ago did... happen?'. 3. Children are beginning to understand that historians and archaeologists use artefacts and evidence in written form to find out about the past.</p>	<p>1. Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings, and visits to collect information about the past.</p> <p>2. Ask questions such as 'how did people...?', 'what did people do for...?'</p> <p>3. Suggest sources of evidence to use to help answer questions.</p> <p>4. Select and record information relevant to the enquiry.</p> <p>5. Children understand that historians and archaeologists use artefacts and evidence in written form to find out about the past.</p> <p>6. Begin to understand the difference between original sources and historical interpretations.</p> <p>7. Begin to understand that the past can be interpreted in different ways.</p>	<p>1. Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings, and visits to collect information about the past.</p> <p>2. Begin to devise their own historically valid questions, such as 'what was it like for a... during...?'</p> <p>3. Suggest sources of evidence to use to answer questions.</p> <p>4. Start to explain the usefulness and reliability of different sources (e.g., by explaining their choices).</p> <p>5. Understand the difference between original sources and historical interpretations.</p> <p>6. Select and organise relevant historical information.</p> <p>7. Explore different accounts of the same historical events and give reasons why they may be different.</p>	<p>1. Uses printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings, and visits to collect information about the past.</p> <p>2. Understand and be able to explain the difference between original sources and historical interpretations.</p> <p>3. Ask a range of historically valid questions.</p> <p>4. Select reliable sources of evidence to answer questions and be able to justify their choices.</p> <p>5. Realise that there is often not a single answer to historical questions.</p> <p>6. Select and organise relevant historical information.</p>	<p>1. Uses printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings, and visits to collect information about the past.</p> <p>2. Evaluate the usefulness and accurateness of different sources of evidence.</p> <p>3. Form their own opinions about historical events from a range of evidence.</p> <p>4. Bring knowledge gathered from several sources together in a fluent account.</p>
	<p>Reception</p> <p>1. Compare and contrast characters from stories, including figures from the past.</p> <p>2. To comment on images of familiar situations in the past.</p> <p>3. Explain own knowledge and understanding.</p> <p>4. Records using marks that they can interpret and explain.</p>						
	<p>ELG</p> <p>1. Talk about the lives of the people around them and their roles in society.</p> <p>2. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>3. Answer 'how' and 'why' questions in response to stories and events.</p>						
<p>Disciplinary Concepts</p>	<p>EYFS</p>	<p>YEAR 1</p>	<p>YEAR 2</p>	<p>YEAR 3</p>	<p>YEAR 4</p>	<p>YEAR 5</p>	<p>YEAR 6</p>

Continuity and change Similarity and difference	3 & 4 years 1. Begin to make sense of their own life-story and family's history.	1. Identify similarities and differences between ways of life at different times.	1. Identify similarities and differences in things provided for them for people, places and events and ways of life.	1. Describe and make links to main events, situations and changes within and across different periods/ societies. 2. Begin to describe the characteristics of the past, considering the different experiences of men, women and children.	1. Describe and make links to main events, situations and changes within and across different periods/ societies. 2. Continue to describe the characteristics of the past, considering the different experiences of men, women and children.	1. Describe and make links to main events, situations and changes within and across different periods/ societies. 2. Describe the characteristics of the past including ideas, beliefs and attitudes.	1. Describe and make links to main events, situations and changes within and across different periods/ societies. 2. Describe and empathise with the social, ethnic, cultural or religious diversity of societies in the past.
	Reception 1. Compare and contrast characters from stories, including figures from the past. 2. To comment on images of familiar situations in the past						
	ELG 1. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.						
Disciplinary Concepts	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6

Cause and consequence	3 & 4 years 1. Begin to question why things happen.	1. Question why things happen and give simple explanations.	1. Question why things happen and give explanations. 2. Recognise why people did things, why events happened and what happened as a result.	1. Begin to identify and give reasons for, results of, historical events, situations and changes. 2. Understand that events can have more than one cause. 3. Can explain slightly more complex events than in Key Stage One.	1. Analyse the actions of people in historical settings. 2. Identify and give reasons for, results of, historical events, situations and changes.	1. Realise that events usually happen for a combination of reasons. 2. Understands the connections between causes. 3. Identify and give reasons for, results of, historical events, situations and changes.	1. See consequences in terms of immediate and longer-term effects and can see that people were affected differently. 2. Identify and give reasons for, results of, historical events, situations and changes.
	Reception 1. Question why things happen and give explanations.						
	ELG 1. Understand the past through settings, characters and events encountered in books read in class and storytelling.						
	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Significance	3 & 4 years 1. Begin to recognise and describe special times for them and their family.	1. Know why some people and events are remembered by others. 2. Begin to talk about who was important in a simple historical account.	1. Talk about who was important in a simple historical account. 2. Know that events and people are seen as significant because they result in change. 3. Can explain why some events in the past were significant.	1. Talk about who was important in a simple historical account. 2. Know that events and people are seen as significant because they result in change, and they had consequences for people at/ over time.	1. Identify historically significant people and events in situations. 2. Know that events and people are seen as significant because they result in change, and they had consequences for people at/ over time. 3. Can give oral and written explanations of why something is significant.	1. Identify historically significant people and events in situations. 2. Know that events, people and developments are seen as significant because they result in change, and they had consequences for people at/ over time. 3. Can give oral and written explanations of why something is significant.	1. Identify historically significant people and events in situations. 2. Understands and can explain using evidence, the reasons why people, events and developments are significant. 3. Can give oral and written explanations of why something is significant.
	Reception 1. Recognise and describe special times for them, their family and their friends.						
	ELG 1. Talk about the lives of the people around them and their roles in society.						