



Progression Overview – History

Key stage 1 overview

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should 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. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Key stage 2 overview

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.



	Chronological Understanding	Knowledge and understanding of events, people and changes in the past	Historical Interpretation, enquiry and using sources of information	Organisation and Communication
Nursery	•	•	•	•
Reception	•	•	•	•
Year 1	<ul style="list-style-type: none"> Sequence events in their life Sequence 3 or 4 artefacts from distinctly different periods of time Match objects to people of different ages 	<ul style="list-style-type: none"> Recognise the difference between past and present in their own and others' lives Know and recount stories about the past 	<ul style="list-style-type: none"> Use stories to encourage children between fact and fiction Compare adults talking about the past - how reliable are they? Find answers to simple questions about the past from sources of information. Eg - artefacts 	<ul style="list-style-type: none"> Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT...
Year 2	<ul style="list-style-type: none"> Sequence artefacts closer together in time Sequence photographs from different periods of their life Describe memories of key events in lives 	<ul style="list-style-type: none"> Recognise why people did things, why events happened and what happened as a result Describe simple similarities and differences between ways of life (Victorians -eg: toys) 	<ul style="list-style-type: none"> Compare 2 versions of a past event Compare pictures or photographs of people or events in the past Describe the reliability of photos, accounts and stories Use a source - observe or handle sources to answer a question about the past 	
Year 3	<ul style="list-style-type: none"> Place time studied on a time line Use dates and terms related to the study unit and passing of time 	<ul style="list-style-type: none"> Find out about everyday lives of people in time studied Compare with our life today Identify reasons for and results of actions 	<ul style="list-style-type: none"> Identify and give reasons for different ways in which the past is represented Distinguish between different sources - compare 2 stories 	



	<ul style="list-style-type: none"> Sequence several events or artefacts 	<ul style="list-style-type: none"> Understand why people may have wanted to do something 	<ul style="list-style-type: none"> Look at representations of the period. Eg - museum, cartoons etc Use a range of sources to find out about the period Observe small details - artefacts, pictures Select and record information relevant to the study Begin to use the library and the internet to research 	
Year 4	<ul style="list-style-type: none"> Place time studied on a time line and place some events within Use terms related to the study unit and begin to date events within Understand some more complex terms such as BC/AD 	<ul style="list-style-type: none"> Use evidence to construct life in time studied Identify key features and significant events in time studied Look for links and effects in time studied Offer a reasonable explanation for some events 	<ul style="list-style-type: none"> Begin to evaluate the usefulness of different sources Use evidence to build up a picture of the past Choose relevant material to present a picture of one aspect of life in the past. Ask a variety of questions. Use the library and internet to research. 	<ul style="list-style-type: none"> Recall, select and organise historical information Communicate their knowledge and understanding.
Year 5	<ul style="list-style-type: none"> Know and sequence key events within time studied Use relevant terms and period labels Make more detailed comparisons between different times in the past 	<ul style="list-style-type: none"> Study different aspects of different people. Eg - differences between men and women Examine causes and the results of significant events and the impact on people Compare an aspect of life with the same aspect in another period 	<ul style="list-style-type: none"> Compare accounts of events from different sources - fact or fiction. Offer some reasons for different versions of events. Begin to identify primary and secondary sources. Use evidence to build up a picture of the past. Select relevant sections of information. Use the library and internet to research, identifying which sources are more reliable. 	



<p>Year 6</p>	<ul style="list-style-type: none">• Place current study on a timeline and explain its relation to other studies• Use relevant terms and dates• Sequence up to 10 events on a timeline	<ul style="list-style-type: none">• Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.• Compare beliefs and behaviours with another time studied.• Understand continuity and change.• Write an explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation• Know key dates, characters and events of time studied.	<ul style="list-style-type: none">• Link sources and work out how conclusions were arrived at.• Consider the reliability of information - fact, fiction or opinion• Be aware that different evidence will lead to different conclusions.• Identify primary and secondary sources• Use a range of sources to find out about the past• Suggest omissions of information and ways of finding out.• Bring knowledge gathered from several sources together to form contrasting arguments.	<ul style="list-style-type: none">• Select and organise information to produce structured work, making appropriate use of dates and terms.
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