

## History – Learning Progression

Key Area	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>Chronological knowledge</b>	CK.A Know that familiar events occur in a particular order.	CK.A Know that a simple timeline is used to show where events occurred and when particular people were alive.	CK.A Know that one working timeline is used to show where all events and people studied have occurred and lived.	CK.A Know that history can be divided into different periods of time and that there is a definitive, chronological order for the periods studied.	CK.A Know different time periods that exist between different groups that invaded Britain and quantify these.	CK.A Know that the chronological position of periods studied sometimes overlap or occur concurrently.	CK.A Know how to make connections and contrasts between different time periods studied and talk about trends over time.
	CK.B Know, understand and talk about past and present events in their own and family members' lives.	CK.B Know how to talk about how things have changed in their own life since they were born and how things have changed since their parents, grandparents were born.	CK.B Know and describe changes that have occurred between periods of time in the past and the present time.	CK.B Know that both continuity and change has occurred between the specific periods of history studied that go beyond their own lives.	CK.B Know that continuity and change is shown by the similarities and differences between aspects of life in specific periods in time, describing these.	CK.B Know and infer some reasons for continuity and change between historical periods.	CK.B Know how to identify links between historical periods that could account for levels of change and continuity.
	CK.C Know how to use simple, everyday time-related vocabulary.	CK.C Know how to accurately use time-related vocabulary such as old/new, now/then, today/yesterday.	CK.C Know how to make appropriate use of time-related words deriving from their historical topic such as before/after.	CK.C Know that chronological conventions such as BC, AD, century, decade can be used to describe the passage of time.	CK.C Know how to accurately use chronological conventions such as BC, AD, century, decade as well as dates.	CK.C Know how to use dates and historical terms to describe the development of specific features such as medicine, weaponry, transport.	CK.C Know how to use their chronological understanding to describe the impact of social, religious, political, cultural or technological changes in history.
	CK.D Know how to sequence familiar and recent events.	CK.D Know how to sequence events from their own life in time order.	CK.D Know how to use a simple timeline to sequence historical events.	CK.D Know how to use and create timelines to begin to order and describe events within a specific time in history.	CK.D Know how to use and create timelines, including dates, to begin to order, describe and compare events in history.	CK.D Know how to use and create timelines to outline the development of specific features such as medicine, weaponry, transport.	CK.D Know how to create timelines to an accurate scale to represent the passage of time.

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				CK.E Know that a specific time studied has key characteristics that help people understand what it would have been like to live then.	CK.E Know that the characteristics of the particular periods studied will determine their chronological place in history.	CK.E Know that significant events impacted on the chronology of others.	CK.E Know that the chronology of significant events in periods of history subsequently shaped different societies.
<b>Range and Depth of Historical Knowledge</b>	<p>RD.A Know the difference between past and present.</p> <p>RD.B Know how to question and provide explanations of why things happen within a familiar daily context.</p> <p>RD.C Know that people and events are important in their lives.</p>	<p>RD.A Know that people/objects existed and events occurred before living memory, identifying and recounting some details from stories and pictures they have encountered.</p> <p>RD.B Know how to question and provide explanations of why things happen in a story about the past.</p> <p>RD.C Know some significant individuals and what makes them important.</p> <p>RD.D Know how to describe similarity</p>	<p>RD.A Know and communicate some facts about people and events from the past.</p> <p>RD.B Know some of the causes and consequences of people's actions and events in the past.</p> <p>RD.C Know who or what was significant within a historical period.</p>	<p>RD.A Know and describe specific details about the people, events, problems and developments of the historical periods studied.</p> <p>RD.B Know that some events and developments in the past are seen as significant because they resulted in change.</p> <p>RD.C Know how to consider which people or events were historically significant relative to each other.</p>	<p>RD.A Know and describe specific details about the people, events, problems and developments of the historical periods studied, making connections between periods studied.</p> <p>RD.B Know that some events and developments in the past are seen as significant because they resulted in change, explaining the consequences for people in that era and/or over time.</p> <p>RD.C Know how to consider which people or events were historically significant relative to each other, suggesting reasons.</p>	<p>RD.A Know and understand the impact of certain people and events from history.</p> <p>RD.B Know that significant events in history have helped shape the country we have today.</p> <p>RD.C Know how to compare people or events according to their historical significance.</p>	<p>RD.A Know how to evaluate the impact of certain people and events from history.</p> <p>RD.B Know how to compare and evaluate the significance of events in their shaping of the country we have today.</p> <p>RD.C Know how to compare people or events according to their historical significance, giving their reasons.</p>

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	RD.D Know how to identify similarity and difference between familiar objects, contexts and individuals.	and difference within a wider context such as community traditions and beliefs.	RD.D Know some simple similarities and differences within a historical period.	RD.D Know how to recognise and show an understanding of similarities and differences within a historical period.	RD.D Know how to recognise and show an understanding of similarities and differences within a historical period, suggesting reasons.	RD.D Know how to recognise and show an understanding of similarities and differences between contemporary regions, nations or cultures.	RD.D Know how to recognise and show an understanding of similarities and differences between contemporary regions, nations or cultures, suggesting reasons.
<b>Historical interpretation</b>	<p>HI.A Know that there are ways to find out about their past.</p> <p>HI.B Know that their likes and dislikes may be different to those of others.</p>	<p>HI.A Know that there are sources of information to find out about the past.</p> <p>HI.B Know that different people see things in different ways.</p>	<p>HI.A Know that different sources of evidence can give differing accounts of the past.</p> <p>HI.B Know that there are different views about the past.</p>	<p>HI.A Know that there are different accounts of historical events, beginning to question these viewpoints.</p> <p>HI.B Know that a wide range of sources, sometimes giving differing views, are used to effectively learn about the past.</p>	<p>HI.A Know that some accounts of historical events may be more valid than others.</p> <p>HI.B Know that no single source of information about the past gives the full picture.</p>	<p>HI.A Know why there are different interpretations of the past and compare the work of different historians.</p> <p>HI.B Know that sources of evidence can support or contradict each other.</p> <p>HI.C Know how to identify and define propaganda.</p>	<p>HI.A Know how to evaluate the work of different historians.</p> <p>HI.B Know that some evidence from the past is propaganda, opinion, misinformation or disinformation and that this affects interpretations of history.</p> <p>HI.C Know how to explain the impact of propaganda.</p>

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<b>Historical Enquiry</b>	<p>HE.A Know that information can be found in books or via computers.</p> <p>HE.B Know about the past and present primarily through their own experiences and storytelling.</p>	<p>HE.A Know some specific sources (artefacts, photography and pictures) that support learning about the past.</p> <p>HE.B Know how to find answers to simple questions about the past using stories and other sources that have been selected for them.</p>	<p>HE.A Know how to ask questions about the historical sources they encounter.</p> <p>HE.B Know how to choose and use parts of stories or other sources to show understanding of events and people in the past.</p>	<p>HE.A Know how to analyse sources to find out facts about the time period being studied.</p> <p>HE.B Know how to use more than one source of evidence for historical enquiry.</p>	<p>HE.A Know how to consider the utility and/or accuracy of sources when finding out facts about the time period being studied.</p> <p>HE.B Know how to choose sources of evidence that will prove or disprove facts.</p>	<p>HE.A Know how to consider the utility, accuracy and reliability of sources when deducing information about the past.</p> <p>HE.B Know how to carefully consider and select sources of information to give reasons to support a historical argument, citing evidence.</p>	<p>HE.A Know how to consider the utility, accuracy and reliability of sources when deducing information about the past, giving reasons for their judgements.</p> <p>HE.B Know how to carefully consider and select sources of information to give a balanced argument in response to a historical question, citing evidence.</p>