

History Progression – Landscape View

	Early Years	Year 1/2	Year 3/4	Year 5/6
Strand - Understanding the World	Begin to make sense of their own life-story and family's history.	Observe and discuss evidence to ask questions and find answers to questions about the past.	Use evidence to ask questions and find answers to questions about the past.	Use sources of evidence to deduce information about the past.
	Comment on images of familiar situations in the past.	Ask questions such as: What was it like for people? What happened? How long ago?	Suggest suitable sources of evidence for historical enquiries.	Select suitable sources of evidence, giving reasons for choices.
	Compare and contrast characters from stories, including figures from the past.	Use artefacts, pictures, stories and online sources to find out about the past and identify some of the different ways the past has been represented.	Begin to use a source of evidence for historical enquiry in order to gain a more accurate understanding of history.	Seek out and analyse a wide range of evidence in order to justify claims about the past.
Strand - To investigate and interpret the past			Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ	Use sources of information to form testable hypotheses about the past.
			Suggest causes and consequences of some of the main events and changes in history.	Show some awareness of the concept of propaganda and how historians must understand the social context of evidence studied.
				Understand that no single source of evidence gives the full answer to questions about the past.
				Refine lines of enquiry as appropriate.

	Early Years
Strand- Past and Present	Talk about the lives of people around them and their roles in society.
	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
	Understand the past through settings, characters and events encountered in books read in class and storytelling.

	Year 1/2	Year 3/4	Year 5/6
Strand - To build an overview of world history	Describe historical events.	Describe some changes that have happened in the locality of the school throughout history.	Identify some continuity and change in the history of the locality of the school.
	Describe significant people from the past.	Begin to give an overview of life in Britain from ancient until medieval times.	Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.
	Recognise that there are reasons why people in the past acted as they did.	Compare some of the times studied with those of other areas of interest around the world.	Compare some of the times studied with those of the other areas of interest around the world.
		Describe the social, ethnic, cultural or religious diversity of past society.	Discuss the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
Strand - To understand chronology	Discuss and place events and artefacts in order on a time line.	Place events, artefacts and historical figures on a time line using dates.	Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).
	Discuss changes that have occurred in their own lives.	Understand the concept of change over time.	Identify and discuss periods of rapid change in history and contrast them with times of relatively little change.
	Describe historical events with words or phrases such as: past and present, and use dates where appropriate.	Use dates to describe events.	Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.
		Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	Use dates in describing events.

	Early Years

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Strand - To communicate historically	Use words and phrases such as: a long time ago, when my parents/carers were children, years, decades, centuries to describe the passing of time.	Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • change • chronology. 	Use appropriate historical vocabulary to communicate
	Show some understanding of the concept of nation and a nation's history.	Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.	Use literacy, numeracy and computing skills to a very good standard in order to communicate information about the past.
	Begin to show an understanding of concepts such as civilisation, monarchy, parliament and war and peace.		Discuss and use original ways to present information and ideas.

	Early Years
Specific Historical Vocabulary	Family, now, today, tomorrow, yesterday, old, new, same, different, first, next.

	Year 1/2	Year 3/4	Year 5/6
Specific Historical Vocabulary	Past, present, future, artefact, timeline, 'a long time ago', 'when my parents/ carers were....' year, event, generation, remembered	chronological, compare, contrast, evidence, cause, consequence, ancient, medieval, dates, time period, era, change, ruled, reigned, empire, invasion, conquer, kingdoms	Time period, era, chronology, deduce, justify, continuity, change, legacy, century, decade, hierarchy, bias, diversity, ideology, characteristic, abstract terms such as democracy, civilisation, social, political, economic, cultural, religious.