

## History - Learning Progression

Key Area	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>Chronological knowledge</b>	<p>CK.A Know that familiar events occur in a particular order.</p> <p>CK.B Know and understand past and present events in their own and family members' lives.</p> <p>CK.C Use simple time-related vocabulary for recent events within their own lifetime.</p>	<p>CK.A Know that a simple timeline is used to show where events occurred and when particular people were alive.</p> <p>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.</p> <p>CK.C Know how to use dates and time-related vocabulary to talk about people or events from the past.</p>	<p>CK.A Know that one working timeline is used to show where all events and people studied have occurred and lived.</p> <p>CK.B Know that continuity and change has occurred between periods of time in the past and the present time, and that helps people make connections between their own lives and the past.</p> <p>CK.C Know how to label a simple timeline with pictures, words/ phrases and dates.</p>	<p>CK.A Know that there is a definitive, chronological order for the periods studied.</p> <p>CK.B Know that continuity and change has occurred between the specific periods of history studied that go beyond their own lives.</p> <p>CK.C Know how to use dates, historical terms and timelines to begin to order and describe events within a specific time in history.</p> <p>CK.D Know that a specific time studied has key characteristics that help people understand what it would have been like to live then.</p>	<p>CK.A Know different time periods that exist between different groups that invaded Britain and quantify these.</p> <p>CK.B Know that continuity and change is shown by the similarities and differences between aspects of life in specific periods in time, describing this along with evidence.</p> <p>CK.C Know how to use dates, historical terms and timelines to begin to order, describe and compare events in history.</p> <p>CK.D Know that the characteristics of the particular periods studied will determine their chronological place in history.</p>	<p>CK.A Know that the chronological position of periods studied sometimes overlap or occur concurrently.</p> <p>CK.B Know that comparing and contrasting the characteristics of periods in history leads to an understanding of how the wider world has changed over time.</p> <p>CK.C Know how to use dates, historical terms and timelines to outline the development of specific features such as medicine, weaponry, transport etc.</p> <p>CK.D Know that significant events impacted on the chronology of others.</p>	<p>CK.A Know how to make connections and contrasts between different time periods studied and talk about trends over time.</p> <p>CK.B Know that comparing and contrasting the characteristics of each period leads to an understanding about the impact of one period of time on another.</p> <p>CK.C Know how to use dates, historical terms and timelines to describe the main changes in history using terms such as social, religious, political, technological, and cultural.</p> <p>CK.D Know that the chronology of significant events in periods of history subsequently shaped different societies.</p>

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<b>Range and Depth of Historical Knowledge</b>	<p>RD.A Know the difference between past and present.</p> <p>RD.B Know that people are important in their lives.</p>	<p>RD.A Know that people/objects existed and events occurred before living memory.</p> <p>RD.B Know why someone in the past acted in the way they did.</p>	<p>RD.A Know features of life from the past, and how they affected the lives of the people of the time.</p> <p>RD.B Know that some events and people in the past are seen as significant because they result in change.</p>	<p>RD.A Know how to describe the social, cultural or religious traditions of past societies.</p> <p>RD.B Know that there are reasons for and results of people's actions in the past.</p>	<p>RD.A Know how to comment on and compare the social, cultural or religious traditions of past societies.</p> <p>RD.B Know that events and developments are seen as significant because they result in change and had consequences for people in that era and/or over time.</p>	<p>RD.A Know that past great events had an impact on people's lives, and they have shaped society over time.</p> <p>RD.B Know that significant events in history have helped shape the country we have today.</p>	<p>RD.A Know that past great events had an impact on people's lives and shaped society, and use evidence to give reasons for this.</p> <p>RD.B Know how to compare the significance of events in their shaping of the country we have today.</p>

Historical interpretation	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	<p>HI.A Know that there are ways to find out about their past.</p>	<p>HI.A Know that there are sources of information to find out about the past.</p> <p>HI.B Know some reasons why people acted differently in the past.</p> <p>HI.C Know that there are different views about the past.</p> <p>HI.D Know how stories can help our understanding of events and people in the past.</p>	<p>HI.A Know that different sources of evidence can give differing accounts of the past.</p> <p>HI.B Know how to explain the causes of a historical event and what the consequences were.</p> <p>HI.C Know that some forms of evidence are more reliable than others when finding out about the past.</p> <p>HI.D Know how to choose and use parts of stories or other sources to show understanding of events and people in the past.</p>	<p>HI.A Know that there are different accounts of historical events, explaining some of the reasons why the accounts may differ.</p> <p>HI.B Know how to infer the reasons why certain people acted as they did.</p> <p>HI.C Know that evidence is facts and/or information which can be proved or disproved.</p> <p>HI.D Know how to explain how events from the past have helped shape our lives today.</p>	<p>HI.A Know that there are different interpretations of historical accounts, describing these and beginning to explain some of the reasons why the accounts may differ.</p> <p>HI.B Know how to evaluate the reasons why certain people acted as they did.</p> <p>HI.C Know how to choose evidence that will prove or disprove facts.</p> <p>HI.D Know how to evaluate the impact of events from the past and how they've helped shape our lives today.</p>	<p>HI.A Know how to compare the work of different historians.</p> <p>HI.B Know that a piece of evidence may be biased and know that evidence can be justified based on usefulness and reliability.</p> <p>HI.C Know how to answer historical questions using information that I have carefully considered and selected.</p> <p>HI.D Know that sources of evidence can support or contradict each other.</p>	<p>HI.A Know how to evaluate the work of different historians.</p> <p>HI.B Know that evidence is evaluated to determine which is the most reliable source.</p> <p>HI.C Know how to give a balanced argument to a historical question using information that I have carefully considered and selected.</p> <p>HI.D Know that some evidence from the past is propaganda, opinion, misinformation or disinformation and that this affects interpretations of history.</p>

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<b>Historical Enquiry</b>	<p>HE.A 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 and to answer questions using these.</p> <p>HE.B Know how to ask questions such as: What was it like for people? How long ago? What happened? using different sources, such as books or pictures.</p>	<p>HE.A Know that key sources are used to effectively learn about the past.</p> <p>HE.B Know how to ask questions and how to collect evidence to make a historical fact file.</p>	<p>HE.A Know that a wide range of sources (primary and secondary) are used to effectively learn about the past.</p> <p>HE.B Know how to use more than one source of evidence for historical enquiry</p> <p>HE.C Know how to analyse information to find out facts about the time period being studied.</p>	<p>HE.A Know that primary and secondary sources vary in reliability.</p> <p>HE.B Know that no single source of evidence gives the full answer to questions about the past</p> <p>HE.C Know how to analyse primary and secondary sources to find out facts about the time period being studied.</p>	<p>HE.A Know which sources are generally considered most reliable for gaining an accurate understanding of historical events or periods in time.</p> <p>HE.B Know how to give reasons to support a historical argument.</p> <p>HE.C Know how to identify and define propaganda.</p>	<p>HE.A Know which source of evidence is most appropriate and evaluate its usefulness and accuracy in order to form opinions about historical events.</p> <p>HE.B Know how to use a wide range of sources of evidence to deduce information about the past.</p> <p>HE.C Know how to explain the impact of propaganda.</p>