

HISTORY PROGRESSION STATEMENTS				
	EYFS (Nursery/ Reception)	KS1	LKS2	UKS2
Historical Knowledge				
Constructing the past	<ul style="list-style-type: none"> • Uses small world play based on first-hand experiences, e.g., visiting farms, train tracks, walking rivers etc (UTW – The Natural World) • Has a sense of own immediate family, relations and pets. • Talks about past and present events in their own lives and that of family members. • 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. (UTW – Past & Present) 	Recount changes that have occurred in their own lives.	Begin to develop chronologically secure knowledge and understanding of British, local and world history.	Further develop chronologically secure knowledge and understanding of British, local and world history.
		Tell stories about the past.	Begin to establish clear narratives within and across the periods studied.	Establish clear narratives within and across the periods they study.
Describe differences between then and now.		Combine overview and depth studies to help pupils understand both the long arc of developments and the complexity of specific aspects of the content.		
Sequencing the past		Begin to know where people and events fit within a chronological framework: focus on sequencing.	Develop awareness of sequencing, intervals and duration in relation to chronology.	Further develop awareness of sequencing, intervals and duration in relation to chronology.
		Develop awareness of the past, understand and use common words and phrases relating to the passing of time.	Begin to use dates and historically appropriate terms to describe events.	Use dates and historical terms accurately in describing events.
			With support, place artefacts, significant events and historical figures in order on a timeline, using dates.	Place artefacts, significant events and historical figures in order on a timeline, using dates.
Historical Concepts				
Change and development	<ul style="list-style-type: none"> • In pretend play, imitate everyday actions and events from own family and cultural background. • Learns that they have similarities and differences that connect them to, and distinguish them from, others. (UTW – People & Communities) • Talk about the lives of the people around them and their roles in society. (UTW – Past & Present) • Joins in with family customs and routines. • Talks about significant events in their own experiences. • Shows an interest in different occupations and ways of life (indoors and outdoors) • Knows some of the things that make them unique-talks about similarities and differences in relation to friends and family. • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 	Describe the similarities and differences between then and now/ between ways of life in different periods.	Devise and address historically valid questions about change, similarity and difference.	Devise and address historically valid questions about change, similarity and difference.
		Study changes within living memory to reveal aspects of change in national life.	Note connections, contrasts and change over time. Represent change over time on a timeline.	Understand the concepts of connections, contrasts, continuity and change over time, representing them, along with evidence, on a timeline.
			Describe the social, ethnic, cultural or religious diversity of past society, and consider how these compare to today.	Identify periods of rapid change in history and contrast them with times of relatively little change.
		Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children, and consider how these compare to today.	Describe elements of the past (e.g. the culture and leisure activities, buildings and their uses, the clothes, way of life and actions of people in the past, differences between rich and poor) to show how the lives of people from the past differed to today.	Describe the main changes in a period of history (use terms such as: social, religious, political, technological and cultural).
				Give a broad overview of life in Britain and some major events from the rest of the world.
			Describe similarities and differences between some people, events and artefacts studied.	
Make links between some of the features of past societies (e.g. religion, houses, society, technology.)	Give reasons why changes may have occurred, backed up by evidence.			

Cause and effect	<ul style="list-style-type: none"> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. (<i>UTW – People & Communities</i>) 	Describe key historical events.	Begin to devise (and address) historically valid questions about cause.	Devise and address historically valid questions about cause.
		Recognise that there are reasons why people in the past acted as they did.	Begin to describe how some of the things from the past affect/influence life today	Describe how historical events studied affect/influence life today.
Significance and interpretation	<ul style="list-style-type: none"> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Talks about why things happen and how things work. Developing an understanding of [growth, decay and] changes over time. Begin to understand the effect their behaviour can have [on the environment]. (<i>UTW – The Natural World</i>) 	Study and describe the lives of significant individuals from the past who contribute to national and international achievements.	Begin to devise (and address) historically valid questions about significance.	Devise and address historically valid questions about significance.
		Understand some of the different ways in which we can find out about the past, and that these can sometimes be interpreted in different ways.	Understand that our knowledge of the past is constructed from a range of sources, and that these can sometimes be interpreted in different ways.	Understand <u>how</u> our knowledge of the past is constructed from a range of sources, and that these can sometimes be interpreted in different ways.
			Explore the idea that there are different accounts of history; look at different versions of the same event in history, identify differences and some of the reasons why the accounts may differ.	Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.
Historical Enquiry				
Planning and carrying out an historical enquiry	<ul style="list-style-type: none"> Notices detailed features of objects in their environment. Talk about their observations of plants, animals, natural and found objects. Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. 	Ask questions such as: What was it like for people? What happened? How long ago? What was it used for? And try to find answers.	Begin to ask questions and construct informed responses that involve thoughtful selection and organisation.	Ask questions and construct informed responses that involve thoughtful selection and organisation.
		Choose and use parts of stories and other sources to show that they know and understand key features of events.	Develop appropriate use of historical terms.	Refine lines of enquiry as appropriate.
Using sources as evidence	<ul style="list-style-type: none"> Talks about why things happen and how things work. Developing an understanding of [growth, decay and] changes over time. Begin to understand the effect their behaviour can have [on the environment]. (<i>UTW – The Natural World</i>) 	Understand some of the different ways in which we can find out about the past, and that these can sometimes be interpreted in different ways.	Suggest suitable sources of evidence for historical enquiries.	Select suitable sources of information to find out about the past.
			Use evidence to ask questions and find answers to questions about the past.	Analyse a wide range of evidence in order to justify claims about the past.
		Understand that sources of evidence can be interpreted in different ways.	Evaluate evidence to choose the most reliable forms.	
Examine or handle sources of evidence (e.g. artefacts, photos, paintings, letters, online sources) to find out about the past.	Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.	Understand the concepts of propaganda and misinformation, and how historians must understand the social context of evidence.	Understand no single source of evidence gives the full answer to questions about the past.	

Content from:

- Birth to 5 Matters: <https://birthto5matters.org.uk/wp-content/uploads/2021/04/Birthto5Matters-download.pdf>
- Rising Stars assessment progression framework
- The Essentials Curriculum* by Chris Quigley