




# History Curriculum Progression

EYFS			
			
Nursery (3-4 year olds)	Reception		
<b>Chronology and Causation</b>	I will know that things happened before I was born.	I will know what is meant by past and present. I will know how to understand the past through settings, characters and events encountered in books read in class and storytelling.	


# History Curriculum Progression

EYFS			
			
Nursery (3-4 year olds)		Reception	
		Reception	ELG
<b>Historical Enquiry</b>	I will know how to talk about members of my immediate family.	I will know how things were different in the past. I will know how to compare things in the past and now, drawing on my experience and what has been read in class.	
	I will know how to name and describe people who are familiar to me.	I will know how to talk about people in my community.	
	I will know how to make sense of my own life-story.		
	I will know how to talk about my family's history.		


# History Curriculum Progression

EYFS		
		
Nursery (3-4 year olds)	Reception	
	Reception	ELG
<b>Interpretation and Significance</b>	<p>I will know how to comment on images of familiar situations in the past.</p> <p>I will know how to talk about the lives of people around me and their roles in society.</p>	
	<p>I will know how to compare and contrast characters from stories, including figures from the past.</p>	


# History Curriculum Progression


Key Stage 1		
		
<b>Chronology and Causation</b>	I will know how to appreciate the difference between long ago and very long ago.	I will show an awareness of the past, using common words and phrases to show the passing of time.
	I can use words and phrases to show the passing of time (e.g. A long time ago, before I was born, old, new)	
	I will know that the 'past' has already happened.	
	I will know what chronological order means.	I will know where the people and events I study fit within a chronological framework.
	I can order events in chronological order.	

# History Curriculum Progression

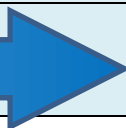
Key Stage 1		
		
<b>Historical Enquiry</b>	I know there are different types of sources (e.g. pictures, paintings, diary, objects)	I will understand some ways we find out about the past.
		I will know how to ask and answer questions about the past.
	I will be able to retell stories from the past.	I know that pictures, stories and objects (sources of evidence) can tell us about the past.
	I can discuss and share my ideas about the past, using sources.	
	I can explain what life was like in the past.	I can identify similarities and differences between ways of life in different periods.
I can compare the past to present day.		

# History Curriculum Progression

Key Stage 1		
		
<b>Significance (substantive)</b> <b>Interpretation and</b>	I know that ways of life change over time.	I will know about changes within living memory.
	I know what a significant event is.	I will know about events beyond living memory that are significant nationally or globally.
		I will know why events are significant nationally or globally.
	I know what makes a person significant.	I will know about the lives of significant individuals in the past who have contributed to national and international achievements.
		I will know about significant historical events, people and places in my own locality.

Key Stage 2		
		
<b>Causation</b> <b>Chronology and</b>	I will know that the past is divided into different named periods of time.	
	I will know how to use dates to explain British, local and world history.	
	I will know how to use a timeline that identifies different centuries.	I will know how to sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart
	I will know the appropriate dates and chronological conventions, e.g., BC, BCE and AD.	I will know how to use chronological conventions, e.g., BC, BCE and AD as well as the words century and decade to describe when something happened.
	I will know how to put artefacts or information in chronological order from a long time ago.	I will know how to place events, people and changes of British, local and world history on a timeline.
	I will know that significant discoveries or inventions created much change to the lives of people, e.g. the wheel or iron ore.	I will know that some major events in the past caused a major change to the British landscape, e.g., Roman occupation
		I will know that some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.

# History Curriculum Progression

Key Stage 2	
<div style="border: 1px solid #0070c0; padding: 5px; display: inline-block;"> <b>LEARNING PROGRESSION</b>  </div>	
<b>Historical Enquiry</b>	I will know how to use a variety of sources to collect information about the past.
	I will know how to suggest sources of evidence from a selection to help answer questions and says how it can be used to find out about the past.
	I will know that there are different types of evidence and sources that can be used to help represent the past.
	I will know how to use sources of evidence to construct informed responses about one aspect of life.
	I will know the difference between primary and secondary sources of evidence.



# History Curriculum Progression

## Key Stage 2



### LEARNING PROGRESSION

### Interpretation and Significance

I will know how to observe and use pictures, photographs and artefacts to find out about the past.	I will know how to use sources of evidence to identify similarities and differences between different times in the past according to the periods of history studied.
I will know how to use stories or accounts to distinguish between fact and fiction.	
I will know that there are different types of evidence and sources that can be used to help represent the past.	I will know that historical recounts are prone to exaggeration.
I will know that much of what is presented as historical fact is based on limited information.	I will understand the impact that bias has on our understanding of historical events.
I will know the reasons someone may have acted as they did in relation to the events of a time studied.	
I will know how to compare two versions of a past event.	I will know how to investigate different accounts of historical events and explain reasons why the accounts may be different.
	I will know how to talk about the impact of a past action on our lives today.

