

History Progression Overview (drawn from Progression doc 2019 and HA Progression in History from EYFS to KS3 doc)

Key Concept		Reception	KS1 Year 1/2	KS2 Year 3/4	KS2 Year 5/6	KS3
TCC	Time, change, chronology	<ul style="list-style-type: none"> • Use a limited range of everyday terms relating to the passing of time; old, new • Simple sequencing e.g. pictures illustrating a story about the past. • Describe main story settings, events and principal characters. • Talk about past and present events in their own lives and in lives of family members. • Know about similarities and differences between themselves and others, and among families, communities and traditions 	<ul style="list-style-type: none"> • Develop an awareness of the past • Use common words and phrases relating to the passing of time • Order and sequence familiar events • Know where all people/events studied fit into a chronological framework • Produce simple timelines that represent events or objects in the correct chronological order. • Make simple observations about different types of people, events, beliefs within a society • Recognise similarities and differences between ways of life in the past. 	<ul style="list-style-type: none"> • Continue to develop chronologically secure knowledge of history • Use a wider range of words and phrases relating to the passing of time including historical terms • Establish clear narratives within and across periods studied • Place pictures, artefacts and other sources in the correct chronological order through the application of period knowledge. • Produce more detailed timelines • Identify similarities / differences between periods • Identify similarities / differences between ways of life at different times 	<ul style="list-style-type: none"> • Continue to develop chronologically secure knowledge of history • Correctly use historical terms relating to the passing of time; ancient, medieval, modern, BC, AD, century, decade. • Establish clear narratives within and across periods studied • Produce complex timelines that require description of changes through time. • Describe / make links between main events, situations and changes within and across different periods/societies • Describe social, cultural, religious and ethnic diversity in Britain & the wider world • Note connections, contrasts and trends over time • Understand that there is both change and continuity in developments. • Describe change through the use of general, abstract terms such as gradual or rapid, important or unimportant economic, religious etc. 	<ul style="list-style-type: none"> • Extend and deepen their chronologically secure knowledge of history and a well-informed context for further learning • Identify significant events, make connections, draw contrasts and analyse trends within periods and over long arcs of time • Identify and explain change and continuity within and across periods • Understand and explain / analyse diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies
RR	Reasons and results	<ul style="list-style-type: none"> • Listen to information from simple stories about the past. • Be curious about people and show interest in stories • Answer 'how' and 'why' questions ... in response to stories or events. • Explain own knowledge and understanding • Record, using marks they can interpret and explain • Give reasons for their own actions e.g. the child explains why s/he did something. • Show knowledge of change in their own life. 	<ul style="list-style-type: none"> • Acquire knowledge of the past from stories and eyewitness accounts. • Ask and answer questions • Recognise why people did things, why events happened and what happened as a result • Give a reason for an event or action relating to other people in other times. • Demonstrate knowledge of change over time 	<ul style="list-style-type: none"> • Understand that people in past societies had a range of views. • Ask and answer questions • Describes the links between different features of past situations. • Describe the actions of people in distant and unfamiliar historical settings. • Provide more general and impersonal reasons for events. • Explain the way events or actions have several linked causes and outcomes. 	<ul style="list-style-type: none"> • Understand that people in past societies had a range of views. • Describe cause and consequence in relation to abstract ideas such as short and long term. • Regularly address and sometimes devise historically valid questions • Construct informed responses by selecting and organising relevant historical information • Identify and give reasons for, results of, historical events, situations, changes 	<ul style="list-style-type: none"> • Pursue historically valid enquiries including some they have framed • Understand how different types of sources are used rigorously to make historical claims • Create relevant, structured and evidentially supported accounts • Analyse / explain reasons for, and results of, historical events, situations, changes

I	Interpretations	<ul style="list-style-type: none"> • See the past through a limited range of ways e.g. story, songs and pictures 	<ul style="list-style-type: none"> • Identify different ways in which the past is represented • View the past through a broader range of ways e.g. written accounts, artefacts, museums, T.V. programmes and plays. 	<ul style="list-style-type: none"> • Work on a wider variety of interpretations such as history books, museum displays and historical novels. • Understand that different versions of the past may exist, giving some reasons for this • Give some reasons for differences between interpretations. 	<ul style="list-style-type: none"> • Work on a wider variety of interpretations such as history books, museum displays and historical novels. • Give reasons for differences between interpretations. • See how gaps in evidence can influence interpretations. • Comment on the accuracy of interpretations by using knowledge and understanding of the topic. 	<ul style="list-style-type: none"> • Discern how and why contrasting arguments and interpretations of the past have been constructed
HE	Historical Evidence	<ul style="list-style-type: none"> • Know that information can be retrieved from books and computers • Talk about a source. 	<ul style="list-style-type: none"> • Understand some ways we find out about the past • Choose and use parts of stories and other sources to show understanding • Use sources of information to make statements about the past that go beyond simple observations. • Begin to ask and answer their own questions of sources 	<ul style="list-style-type: none"> • Understand how knowledge of the past is constructed from a range of sources • Construct informed responses by selecting and organising relevant historical information 	<ul style="list-style-type: none"> • Draw together information from an increasing range of sources including ICT. • Identify why sources are useful for particular tasks. • Relate the details of sources to their background knowledge of a topic. • Draw together information from sources about the complexity of life in a past period. 	<ul style="list-style-type: none"> • Understand how different types of sources are used rigorously to make historical claims
S	Significance	<ul style="list-style-type: none"> • Recognise and describe special times or events for family or friends 	<ul style="list-style-type: none"> • Talk about who was important eg in a simple historical account 	<ul style="list-style-type: none"> • Identify historically significant people and events in situations 	<ul style="list-style-type: none"> • Begin to explain the significance of events, people and developments in their context and in the present. 	<ul style="list-style-type: none"> • Consider/explain the significance of events, people and developments in their context and in the present.
Historical terms		<ul style="list-style-type: none"> • Extend vocabulary exploring meaning and sounds of new words 	<ul style="list-style-type: none"> • Use a wide vocabulary of everyday historical terms 	<ul style="list-style-type: none"> • Develop the appropriate use of historical terms 	<ul style="list-style-type: none"> • Develop the appropriate use of historical terms 	<ul style="list-style-type: none"> • Use historical terms and concepts in increasingly sophisticated ways

Knowledge	Reception	KS1 Year 1/2	KS2 Year 3/4	KS2 Year 5/6	KS3
British History		<ul style="list-style-type: none"> Changes within living memory - used, where appropriate, to reveal changes in national life 	<ul style="list-style-type: none"> Changes in Britain from the Stone Age to the Iron Age The Roman Empire and its impact on Britain Britain's settlement by Anglo-Saxons and Scots Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor An aspect or theme of British history that extends pupils' chronological knowledge beyond 1066 		<ul style="list-style-type: none"> Development of Church, state and society 1066-1509 Development of Church, state and society 1509-1745 Ideas, political power, industry and empire 1745-1901 Challenges to Britain, Europe and the wider world 1901 to present day(including the Holocaust) An aspect or theme of British history that consolidates and extends pupils' chronological knowledge from before 1066
Wider World History		<ul style="list-style-type: none"> Events from beyond living memory that are significant nationally or globally Lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods 	<ul style="list-style-type: none"> The achievements of the earliest civilizations; depth study of one of: Sumer, Indus Valley, Egypt or Shang Dynasty Ancient Greece – life, achievements, influence Non-European society that contrasts with British history. One of: <ul style="list-style-type: none"> early Islamic civilizations inc study of Baghdad c 900AD Mayan civilization c. 900 AD Benin (west Africa) c. 900-1300 		<ul style="list-style-type: none"> At least one study of a significant society or issue in world history and its connections with wider world developments (See also British history)
Local History		<ul style="list-style-type: none"> Significant historical events, people and places in their own locality 	<ul style="list-style-type: none"> A local study 		<ul style="list-style-type: none"> A local study