

Holy Family Catholic Primary School, Cronton

History Progression Document



History Progression in EYFS

The EYFS framework is structured very differently to the National Curriculum as it is organised across seven areas of learning rather than subject areas. This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for History within the National Curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for History.

The most relevant statements for History are taken from the following area of learning:

- Understanding the World

History Progression in EYFS			
Three and Four-Year- Olds	Understanding the World		Begin to make sense of their own life-story and family's history
Reception	Understanding the World		<ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past.
ELG	Understanding the World	Past and Present	<ul style="list-style-type: none"> • 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.

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History Progression across EYFS, Key Stage 1 and Key Stage 2

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Knowledge	Chronological knowledge / understanding (including characteristic features of periods)	EYFS Framework <i>Understanding the World (Past & Present)</i>	KS1 History National Curriculum <i>Pupils should develop an awareness of the past using common words relating to the passing of time. They should know where the people and events they study fit in a chronological framework.</i>		KS2 History National Curriculum <i>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</i>			
		Use everyday language related to time. Order and sequence familiar events.	Develop an awareness of the past. Know where people/events studied fit into a chronological framework. Recount changes in own life over time and compare that to relatives from different eras. Uses words and phrases related to the passing of time: old, new, young, days, and months.	Develop an awareness of the past. Know where people/events studied fit into a chronological framework. Uses words and phrases such as recently, before, after, now, later. Uses past and present when telling others about an event.	Continue to develop a chronologically secure knowledge of history. Establish clear narratives within and across periods studied. Understands timeline can be divided into BC and AD. Uses words and phrases: century, decade.	Continue to develop a chronologically secure knowledge of history. Establish clear narratives within and across periods studied. Begins to appreciate length of time for different periods. Names and places dates of significant events from past on a timeline. Uses words and phrases: century, decade, BC, AD,	Continue to develop a chronologically secure knowledge of history. Establish clear narratives within and across periods studied. Uses timelines to place and sequence local, national and international events Sequences historical periods. Divides recent history into present, using 21st century, and the past using	Continue to develop a chronologically secure knowledge of history. Establish clear narratives within and across periods studied. Uses timelines to demonstrate periods of time and passing of time. Uses these key periods as reference points: BC, AD Romans, Anglo-Saxons, Medieval,

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			Remembers parts of stories and memories about the past: Children can briefly describe features of particular themes, events and people from family, local, national and global history. E.g. Retell events in the life of Florence Nightingale.			after, before, during.	19th and 20th centuries. Describes events using words and phrases such as: century, decade, BC, AD, after, before, during, era, and period. Identifies changes within and across historical periods.	Victorians and Today. Describes main changes in a period in history using words such as: social, religious, political, technological and cultural. Names date of any significant event studied from past and place it correctly on a timeline.
	Knowledge and understanding of people, past events and changes in the past		Tell the difference between past and present in own and other people's lives. Know and recount episodes from stories about the past	Uses information to describe the past. Uses information to describe differences between then and now. Recounts main events from a significant time in history. Uses evidence to explain reasons why people in past acted as they did.	Find out about everyday lives of people in time studied. Use evidence to describe past: Houses and settlements Culture and leisure activities Clothes, way of life and actions of people Buildings and their uses	Show knowledge and understanding by describing features of past societies and periods. Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past. Gives reasons why changes in houses, culture, leisure, clothes, buildings	Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world. Gives some causes and consequences of the main events, situations and changes in the periods studied. Identifies changes and links within and	Chooses reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people's beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor –

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				<p>Recognise why events happened and what happened as a result.</p>	<p>People's beliefs and attitudes</p> <p>Things of importance to people</p> <p>Uses evidence to find out how any of these may have changed during a time period.</p> <p>Describes similarities and differences between people, events and objects.</p> <p>Compare with our life today Identify reasons for and results of people's actions</p> <p>Understand why people may have wanted to do something</p>	<p>and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period.</p> <p>Describes how some of the past events/people affect life today.</p>	<p>across the time periods studied.</p> <p>Compare an aspect of life with the same aspect in another period.</p>	<p>recognise that not everyone shares the same views and feelings.</p> <p>Identifies how any of above may have changed during a time period.</p> <p>Gives own reasons why changes may have occurred, backed up with evidence.</p> <p>Shows identified changes on a timeline.</p> <p>Describes similarities and differences between some people, events and objects studied.</p> <p>Know key dates, characters and events of times studied.</p> <p>Describes how some changes affect life today.</p>
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								Makes links between some features of past societies.
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		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge of historical vocabulary/ abstract terms	Historical terms eg <i>empire, peasant</i>	KS1 History National Curriculum		KS2 History National Curriculum			
		Pupils should use a wide range of everyday historical terms.		Pupils should develop the appropriate use of historical terms.			
		<p>New vocab: Past, long ago, year, then, now, soldiers, hero, King, castle,</p> <p>Toys through time Retrieval vocab: past, year, long ago, then, now, New vocab: eye-witness, generation, similarity, difference, young, old, new, modern, technology</p> <p>History of Nursing Retrieval vocab: past, modern, technology, then, now New vocab: Crimea, conflict, conditions, disease, health, hospital, infection, medicine, nurses, service, profession</p> <p>Going to the Seaside</p>	<p>Great Fire of London Retrieval vocab: eye-witness, past, monument, King, year, century New vocab: destroyed, diary, embers, event, evidence, firebreaks, fire-hooks, flammable, fought, historian, improvement, jetty, river, monarchy, peasant, mayor, organisation, population, scorched</p> <p>Great Explorers Retrieval vocab: century, year, modern New vocab: astronaut, explorer, journey, America, indigenous, pioneer, voyage, hazard, expedition, technology, travel, Antarctic,</p>	<p>Stone Age to Iron Age Retrieval vocab: historian, period, population, century New vocab: AD, BC, BCE, CE, advance, age, agriculture, archaeologist, artefact, ancestor, attack, clan, common, continuity, crops, Druid, domesticate, era, forge, hillfort, homosapiens, hunter-gatherer, livestock, manufacture, Mesolithic, metal-working, Neanderthal, Neolithic, nomad, Palaeolithic, prehistory, prey, primitive, ritual, roundhouse, sophistication, tribe, weapon, worship, Stone Age, Bronze Age, Iron Age, sacrifice</p>	<p>Ancient Rome Retrieval vocab: AD, artefact, attack, BC, BCE, CE, century, chariot, clan, destroyed, Europe, goods, hero, historian, influence, irrigation, language, leisure, millennium, modern, monument, organisation, past, population, republic, ruler, slaves, symbolism, tax, territory, tribe, urbanisation, weapon, worship New vocab: absolute, alliance, aqueduct, amphitheatre, authority, centurion, coliseum, conquer, corruption, defences, dictator, diplomacy, domestic, emperor, empire, engineering, ethnicity, export,</p>	<p>Crime & Punishment Retrieval vocab: AD, population, heresy, corruption, period, attack, Dark Ages New vocab: execution, vagrancy, witchcraft, transportation, medieval, Middle Ages, Medieval, Early Modern period, justice, capital punishment, fines, whipping, pillory, stocks, law enforcement, whipping, branding, heretics, smuggling, poaching, highwaymen, gallows, Bloody Code, reform, cyber, hooliganism, Tudors, trial</p> <p>Ancient Maya Retrieval vocab: advance, afterlife,</p>	<p>World War II & impact on Liverpool Retrieval vocab: artefact, attack, colony, dictator, employment, ethnicity, Europe, America, historian, inhabitants, machinery, manufacture, massacre, navy, past, population, pragmatism, Prejudice, production, provocation, revolution, ruler, submission, technology, territory, tragedy, weapon New vocab: alliance, anti-Semitism, appeasement, armistice, assassination, atrocity, axis, Blitz(krieg), censorship,</p>

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		<p>Retrieval vocab: past, technology, travel, modern</p> <p>New vocab: environment, leisure, migrate, value, price, town, transport, century, change, holiday, seaside, evidence, pier, parasol, promenade, Victorian, Edwardian</p> <p>Local History- Cronton</p> <p>Retrieval vocab: then, now, soldiers, service, hero,</p> <p>New vocab: monument, remembrance, cenotaph, World War I,</p>	<p>commemorate, navigator, relic</p> <p>Communication- Caxton to Bell</p> <p>Retrieval vocab: evidence, improvement, modern, past, technology, travel</p> <p>New vocab: generation, language, legend, telephone, invention, printing press, telegraph, translate</p>	<p>Ancient Egypt</p> <p>Retrieval vocab: AD, archaeologist, agriculture, artefact, BC, BCE, CE, century, crops, historian, language, monument, period, translate, transport, worship</p> <p>New vocab: Africa, adviser, amulet, afterlife, canopic jar, decline, domination, dynasty, Egypt, embalm, gods, goddesses, hieroglyphics, influence, inscription, irrigation, kingdom, labourer, language, longevity, Mediterranean Sea, millennium, mummification, Nile, nobility, order, parchment, papyrus, pharaoh, polytheistic, precious, preserve, pyramids, ruler, sarcophagus, scarab, slaves, sphinx, stability, state, successor, taxes, temple, tomb,</p>	<p>fleet, fort, forum, gladiator, governor, import, legionary, mosaic, persecution, pragmatism, prosperity, rebellion, republic, revolt, sacking, senate, temple, testudo, villa</p> <p>Anglo-Saxons & Vikings</p> <p>Retrieval vocab: AD, ancestor, artefact, attack, authority, BC, BCE, CE, century, Europe, event, fought, hero, historian, journey, language, legend, migrate, monastery, monument, nobility, organisation, past, period, population, possession, precious, ritual, ruler, sacking, successor, tax, tomb, tragedy, treaty, tribe, weapon, worship</p> <p>New vocab: Alfred the Great, Aethelred the Unready, Angles, Asgard, Athelstan, Augustine, cathedral, Christianity, craftspeople, convert,</p>	<p>age, agriculture, America, archaeologists, artefact, attack, century, city, craftspeople, crops, decline, destroyed, flourish, gods, hieroglyphics, historian, improvement, influence, inhabitants, irrigate, language, modern, noble, oral tradition, past, peasant, population, pottery, precious, pyramid, region, royalty, ruler, sacrifice, slaves, sophistication, technology, temple, travel, tribe, worship</p> <p>New vocab: astronomy, blood-letting, cacao, city-states, codex, Guatemala, jade, maize, merchants, Mesoamerica, notoriety, obsidian, Palenque, stelae, Tikal</p> <p>Ancient Greek life</p> <p>Retrieval vocab: AD, age, artefact, BC, BCE,</p>	<p>concessions, conscriptions, Demilitarisation, devastation, evacuation, fascism, Holocaust, Home Front, Home Guard, independence, inevitability, morale, Nationalism, negotiation, prevail, propaganda, radical, rationing, refugee, reluctance, reparations, segregation, totalitarianism, treaty, ultimatum, unification, violence</p> <p>Turning point: the International Slave Trade</p> <p>Retrieval vocab: Africa, Europe, Americas, colony, empire, goods, plantation, profit, segregation, slaves,</p> <p>New vocab: abolition, apprenticeship, auction, branding, cargo, commodity, emancipation, Exploitation, Jim Crow Laws,</p>
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				<p>Tutankhamun, unity, urbanisation</p> <p>Industrial Revolution</p> <p>Retrieval vocab: advance, artefact, century, environment, era, historian, improvement, impact, influence, leisure, longevity, modern, past, population, production, ruler, slaves, technology, transport, travel</p> <p>New vocab: Europe, authority, colony, employment, engineering, entrepreneur, gender, goods, infrastructure, investment, machinery, profit, property, suffrage, territory</p>	<p>Danegeld, Danelaw, Dark Ages, descendent, diversity, exile, farmer-warrior, heresy, immigrants, inhabitants, Jutes, longboat, Lindisfarne, manuscript, mead, monk, oral tradition, pagan, plunder, provocation, raid, region, rune, Saxons, seafarer, supremacy, Sutton Hoo, thatch, Valhalla, wattle-and-daub</p>	<p>CE, century, chariot, city, city-states, democracy, domestic, event, Europe, export, historian, import, influence, journey, language, legend, leisure, modern, past, period, politician, pottery, rebellion, ruler, slaves, states, territory</p> <p>New vocab: Acropolis, agora, Archaic, Athens, ceramic, Classical, contribution, Crete, discipline, employment, epic, experience, Golden Age, Hellenistic, hero, hoplite, Marathon, Parthenon, Persia, philosopher, Olympics, oracle, original, Sparta, thinker, tragedy</p>	<p>Middle passage, servitude, shackles, Trans-Atlantic, triangular trade, underground railroad, voyage</p> <p>Black & British</p> <p>Retrieval vocab: discrimination, emperor, heritage, settlement, century, invasion, plantation, prejudice, race, racism, trade, Tudors, Romans, Victorians</p> <p>New vocab: Acceptance, activists, anti-racism, belonging, colonialism, contributions, Georgians, neglect, Notting Hill, riots, Stuarts, Windrush</p>
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		EFYS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical enquiry	Historical enquiry - Using evidence / communicating ideas	EFYS Framework <i>Understanding the World (Past & Present)</i>	KS1 History National Curriculum <i>Children should ask and answer questions, using other sources to show that they know and understand key features of events.</i>		KS2 History National Curriculum <i>Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</i>			
		Be curious about people and show an interest in stories. Answer 'How' and 'Why' questions in response to stories or events.	Finds answers to simple questions about the past from sources of information (eg. pictures, stories)	Looks carefully at pictures or objects to find information about the past. Asks and answers questions such as: 'what was it like for a?', 'what happened in the past?', 'how long ago did happen?', Choose and use parts of stories and other sources to show understanding (of historical concepts)	Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Asks questions such as 'how did people? What did people do for?' Suggests sources of evidence to use to help answer questions.	Begin to identify primary and secondary sources of evidence. Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Asks questions such as 'what was it like for a during?' Suggests sources of evidence from a selection provided to use to help answer questions.	Recognise and understand the difference between primary and secondary sources of evidence. Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Asks a range of questions about the past. Chooses reliable sources of evidence to build up a picture of a past event and to answer questions. Select relevant sections of information.	Identifies and uses different sources of information and artefacts. Evaluates the usefulness and accurateness of different sources of evidence. Selects the most appropriate source of evidence for particular tasks. Forms own opinions about historical events from a range of sources. Bring knowledge gathered from several sources together in a fluent account.

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							<p>Use the library and internet for research with increasing confidence.</p> <p>Realises that there is often not a single answer to historical questions.</p>	<p>Devises own enquiry questions and ways of tackling them.</p> <p>Confidently use the library and internet for research.</p>
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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Interpretations of history	EYFS Framework <i>Understanding the World (Past & Present)</i>	KS1 History National Curriculum Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.			KS2 History National Curriculum Children should understand how our knowledge of the past is constructed from a range of sources.		
	Know that information can be retrieved from books or computers.	Begins to identify and recount some details from the past from sources (eg. pictures, stories) Compare adults talking about the past – how reliable are their memories?	Looks at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet). Compares pictures or photographs of people or events in the past. Discuss reliability of photos/accounts/stories. Understands why some people in the past did things.	Compares two versions of the same event and identifies differences in the accounts. Looks at representations of the period – museum, cartoons etc	Give reasons why there may be different accounts of history. Looks at the evidence available and begins to evaluate the usefulness of different sources. Use text books and historical knowledge.	Looks at different versions of the same event and identifies differences in the accounts, evaluating the usefulness of each. Gives clear reasons why there may be different accounts of history. Knows that people (now and in past) can represent events or ideas in ways that persuade others.	Understands that the past has been represented in different ways. Considers ways of checking the accuracy of interpretations – fact or fiction and opinion. Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways. Knows and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.

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ALL KEY QUESTIONS TO RELATE TO THESE HISTORICAL CONCEPTS THAT UNDERPIN HISTORICAL ENQUIRY					
		EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
		EYFS Framework <i>Understanding the World (Past & Present)</i>	KS1 History National Curriculum <i>Pupils should identify similarities and differences between ways of life in different periods.</i> <i>Children should choose and use parts of stories and other sources to show that they know and understand key features of events.</i>	KS2 History National Curriculum <i>Children should note connections, contrasts and trends over time.</i>	
Historical concepts	Similarity / Difference within a period/situation (diversity)	Know about similarities and differences between themselves and others, and among families, communities and traditions.	Make simple observations about different types of people, events, beliefs within a society. Identifies similarities/ differences between ways of life at different times. <i>Children can identify independently a range of similarities, differences and changes within a specific time period. E.g. Recognise differences in aeroplanes from different decades.</i>	Describe social, cultural, religious and ethnic diversity in Britain & the wider world. Describe/make links between main events, situations and changes within and across different periods/societies. <i>Children can make valid statements about the main similarities, differences and changes occurring within topics. E.g. Categorise changes into the different periods of the Stone Age.</i>	Describe social, cultural, religious and ethnic diversity in Britain & the wider world. Describe/make links between main events, situations and changes within and across different periods/societies. <i>Children can evaluate change by comparing points in the past with the present, or between two points in the past. They can analyse and explain reasons for change by considering:</i> <i>The types/ diversity of change, e.g. political, economic, social; cultural, religious, technological.</i> <i>The speed/rate of change, e.g. rapid, gradual, erratic, violent.</i> <i>Localised, widespread, affecting certain groups more than others, in one area of life rather than many.</i> <i>The duration of change, e.g. long-term, short-lived change.</i> <i>Key moments / key individuals and turning points that triggered change, e.g. economic events might 'trigger' change, an individual may 'influence' or 'motivate' change.</i> <i>Whether change involves progress, regression, evolution or leads to little real change (continuity).</i> <i>The level of change and its significance, e.g. what made the most difference.</i> <i>How people experienced, promoted, shaped or resisted change.</i>
	Continuity and change in and between periods	Look closely at similarities, differences, patterns and change. Develop an understanding of growth, decay and changes over time.			
	Cause and consequence	Question why things happened and give explanations.	Recognise why people did things, why events happened and what happened as a result. <i>Children can identify a few relevant causes and effects for some of the main events covered. E.g. Identify several causes, motives and effects of the Gunpowder Plot.</i>	Identify and give reasons for, results of, historical events, situations, change. <i>Children can comment on the importance of causes and consequences for some of the key events and developments within topics. E.g. Explain why some reasons were important in changing the outcome of Caesar's attempted invasions of Britain.</i>	Identify and give reasons for, results of, historical events, situations, change. <i>Children can explain the role and significance of different causes and consequences of a range of events and developments. E.g. Explain how the coming of the railway during the Victorian era impacted on different groups of people eg. Factory owners, cattle men, canal owners, rich investors.</i>

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	<p>Significance of events / people</p>	<p>Recognise and describe special times or events for family and friends.</p>	<p>Talk about who was important eg in a simple historical account.</p> <p><i>Children can identify a range of significant aspects of a theme, society, period or person and offer some comments on why they have selected these aspects. E.g. Give reasons why they have chosen particular aspects of the life of a famous explorer.</i></p>	<p>Identify historically significant people and events in situations.</p> <p><i>Children can explain why some aspects of historical accounts, themes or periods are significant. E.g. Explain why Roman achievements were significant.</i></p>	<p>Identify historically significant people and events in situations.</p> <p><i>Children can explain reasons why particular aspects of a historical event, development, society or person were of particular significance. E.g. Critically evaluate the significance of the achievements and legacy of the Ancient Greeks.</i></p>
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